

Personal
Pathways



to success™

Empowering all students to shape our future.™

AT-RISK STUDENT INTERVENTION IMPLEMENTATION GUIDE

A comprehensive resource for identifying programs to help decrease South Carolina's school dropout population

PREPARED BY
THE EDUCATION AND ECONOMIC DEVELOPMENT COORDINATING COUNCIL
AT-RISK STUDENT COMMITTEE

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The National Dropout Prevention Center at Clemson University

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Welcome

Imagine classrooms of students eager to learn lessons relevant to their future careers.

Imagine managers sifting through piles of so many qualified résumés they don’t know how to turn anyone down.

Imagine South Carolina leading the U.S. in productivity, prosperity, and quality of life.

Can you imagine?

I know some South Carolinians who can. For the past year, it has been my honor to serve as chairperson to a group of incredibly talented, passionate, and intelligent people who care deeply about our state’s most precious resource—our youth.

The At-Risk Student Committee embarked on a journey to ensure our schools had comprehensive, research-based methods to address the needs of students considered “at risk.” As you know or will learn from the At-Risk Student Intervention Implementation Guide, any student may be “at risk” and may require intervention on a short- or long-term basis.

We know the consequences of failing these students. Business is changing. The economy is growing more global. The workplace demands skills and knowledge we wouldn’t have thought necessary twenty years ago.

Without the right skills, dropouts face limited job prospects, less earning potential, and a lower quality of life. School dropouts typically earn half the annual income of high school graduates, and dropouts are three times more likely to live in poverty.

Still, research shows completing high school is not an expected or desired goal for many of today’s youth. In many urban areas across the country, as much as 35 percent of sixteen- to twenty-four-year-olds do not complete high school.

The economic impact of these dropouts is staggering. In South Carolina, each year’s class of dropouts costs the state more than \$207 million in lost revenue and earnings over the students’ lifetimes.

Finding solutions to an issue as complex as student dropout requires diligence and a sense of urgency. I am grateful to the members of the At-Risk Student Committee for sharing their talents and willingness to work together to complete this effort.

We hope this Guide provides you with the tools you need to address your “at-risk” student population. We look forward to providing you updates throughout the year, but more importantly, we look forward to reaping the benefits of your efforts!

Imagine success.

Sincerely,

Valerie Richardson, MA, HRDV, Workforce Development, Palmetto Health
Chairperson, At-Risk Student Committee

I. At-Risk Student Committee Overview of Activities

The Education and Economic Development Coordinating Council (EEDCC) is composed of six committees created to address the implementation of the Education and Economic Development Act's (EEDA) initiative, Personal Pathways to Success.

The At-Risk Student Committee (ARSC) was established to identify and then create actionable plans for addressing the needs of students at risk of dropping out of school.

The Committee is composed of representatives of superintendents, principals, adult educators, business and industry leaders, guidance personnel, and various agencies, including the National Dropout Prevention Center (NDPC) at Clemson University, the Department of Juvenile Justice, the State Department of Education's Alternative Schools Office, and the South Carolina Department of Commerce.

The ARSC began its work by developing identification criteria and diagnostic assessments for students at risk of dropping out of school. An "at-risk student" definition was drafted and approved by the EEDCC.

The Committee then began the process of identifying and evaluating evidence-based models, programs, and initiatives across the state and country that have successfully addressed the needs of students at risk of dropping out.

Dr. Sam Drew and other members of the National Dropout Prevention Center (NDPC) at Clemson University provided invaluable research and assessments of the programs considered by the Committee.

The programs in this Guide have been placed into one of two tiers, exemplary or promising, based on the NDPC's strategies and external research assessments of the data

available for each program. Programs with more extensive and detailed evidence- and research-based documentation were placed in the exemplary tier. Models with less documentation were placed in the promising tier.

The intent of the matrix is to give educators a starting point for decision-making relative to the model(s) that might best address the needs of a particular district/school.

The research resulted in three products that fulfill the ARSC's responsibilities under Section 59-59-150:

- 1) A matrix relating factors that connect students at risk of dropping out to research-based strategies that help keep students in school and earn a high school diploma (MRFS).
- 2) A two-tiered matrix of evidence-based programs (MEPAP) from which districts may select a program as part of the district's dropout prevention efforts.
- 3) Descriptions of each program listed in the MEPAP matrix.

The ARSC also wrote the At-Risk Student Regulation, which outlines the major components of the plan adopted by the Committee to address the legislative requirements of the EEDA.

The regulation was approved by the State Board of Education (SBE), then presented and approved by the General Assembly during the spring 2007 legislative session.

Everyone’s Responsibility at All Grade Levels

Studies show most students who drop out begin thinking of leaving school early in their scholastic careers. Dropping out of school is not the result of an abrupt, unconsidered decision but an overt response to the impact of circumstances related to one or more factors over a student’s lifetime.

Yet most efforts to identify potential dropouts and implement initiatives to address their needs occur at the high school level.

Instead of waiting until the end of the educational process to help students at risk, educators at each grade level should look for, and address, all dropout indicators.

The state and districts should create opportunities for elementary, middle, and high school educators to share dropout prevention strategies, initiatives, and programs. Educators at all levels should also learn what factors and indicators are typical of students at risk.

Research indicates that early predictors of dropouts include general deviance, deviant affiliation, improper school socialization, poor family socialization, and structural strains.

These predictors manifest themselves in deviant behaviors, including sexual involvement, bonding with antisocial peers, low school bonding, low parental educational expectations, and low socioeconomic status.

The NDPC has identified critical checkpoints among the factors/domains mentioned that districts and schools can use to assess and address the needs of students at risk.

These critical checkpoints are as follows:

Checkpoint	Factor/Domain
• School Readiness/K and First Grade	Family and School
• Early Progress/Third Grade (attendance, reading, and social skills)	Family and School
• Basic Readiness/Fifth Grade (attendance, reading, math, and behavioral)	Individual, Family, School, and Community
• Transition Progress/Sixth Grade (school size, adolescence, social adjustment, and parental involvement)	Individual, Family, School, and Community
• Transition Progress/Ninth Grade (subject-oriented, self-directed, and overage for grade)	Individual, Family, School, and Community
• Graduation Progress/Tenth and Eleventh Grades	Individual, Family, School, and Community

It’s clear from the above that parental involvement plays a critical role in a student’s education decisions. Students whose parents are involved in their education are more motivated academically, attend school more consistently, perform better in school, behave better, and are more likely to graduate.

Increasing Parent Involvement in Education: A Resource Guide for South Carolina Communities, an August 2006 publication by New Carolina, South Carolina’s Council on Competitiveness, is a great resource for schools, communities, and parents.

Regardless of the prevention program implemented in your school, you are encouraged to review and implement those strategies that most appropriately fit your parental involvement efforts.

Visit the NDPC's Web site (www.dropoutprevention.org) to view effective strategies and other information that can help you address issues related to working with students at risk across grade levels.

Another resource for information related to models appropriate for elementary and middle school students is the Communities in Schools Web site, www.cisnet.org.

II. At-Risk Student Regulation

I. At-Risk Student Definition

- A. A student at risk of dropping out of school is any student who, because of his or her individual needs, requires temporary or ongoing intervention in order to achieve in school and to graduate with meaningful options for his or her future.
- B. Students—depending on their degree of resiliency and connectedness to caring adults in the home, in the community, and/or at school—may respond differently to those things frequently cited as barriers, predictors, or indicators of being “at risk.” Therefore, educators and other responsible adults working with students should consider the whole child, who might have both short-term and long-term needs requiring intervention.

II. At-Risk Student Indicators, Predictors, and Barriers

The South Carolina EEDA mandates the promulgation of SBE regulations outlining specific objective criteria for districts to use in identifying students who may be poorly prepared for the next level of study or who are at risk of dropping out of school.

The EEDA calls for these criteria to include diagnostic assessments for districts to use in order to identify the strengths and weaknesses of individual students in the core academic areas.

- A. Poor academic performance—generally, a grade point average of 2.0 or lower on a 4.0 scale—in the core content areas is a significant predictor that districts must consider in identifying students at risk of dropping out. Careful consideration should be given to students demonstrating declining

academic performance. School districts are encouraged to carefully review a variety of assessments, including the following, in diagnosing students’ academic difficulties and selecting appropriate short- and long-term interventions:

- 1. Palmetto Achievement Challenge Tests (PACT) test results
- 2. High School Assessment Program (HSAP) test results
- 3. Preliminary Scholastic Assessment Test (PSAT) or PLAN test results
- 4. district- or school-adopted CAI (computer-aided instruction) assessments
- 5. end-of-course examination results
- 6. classroom-level assessments related to the state’s academic standards
- 7. other district-approved diagnostic assessments

- B. The following are among the specific behaviors and characteristics that school districts must consider as indicators, predictors, and barriers in identifying students at risk of dropping out:

- 1. being overage for their grade level due to retention attributable to risk factors such as high absence and truancy rates.
- 2. showing a lack of effort or interest in their academic work
- 3. working an excessive number of hours per day or week
- 4. having a history of discipline problems leading to suspension, expulsion, and/or probation
- 5. showing or expressing feelings of being disconnected from the school environment

6. showing evidence of physical and/or emotional abuse
7. coming from and/or living in a disadvantaged socioeconomic environment
8. living in a home situation that does not include at least one parent
9. being a single parent
10. having limited proficiency in the English language

III. At-Risk Student Model, Initiative, and Program Selection

By the 2007–08 school year, each high school of the state must implement one or more model programs approved by the State Department of Education (SDE).

Schools must select at-risk student models, initiatives, and programs that meet the needs of the populations to be served and must ensure that models, initiatives, and programs selected provide students with the opportunity to graduate with a high school diploma.

The SDE will provide an implementation document that will include a tiered matrix of approved evidence-based models, initiatives, and programs to facilitate the selection process in accordance with the EEDA requirements for implementing evidence-based models, initiatives, and programs.

The document also will contain a more extensive list of indicators, predictors, and barriers as well as one-page descriptions for each evidence-based model, initiative, and program included in the matrix.

IV. Population and Model, Initiative, and Program Identification Parameters

Each high school either must implement a model, initiative, or program that is chosen from a list provided by the SDE or must submit to the SDE for approval a specific dropout prevention model, comprehensive initiative, or multifaceted program that it wants to use.

High schools may explore and implement newly-developed models with approval from the SDE. One criterion for SDE approval of any newly-developed model will be evidence presented by the district and/or school that the model is centered in research-based dropout-prevention strategies.

- A. Implementation efforts related to any model, initiative, or program (or combination of models, initiatives, and programs) must ensure that students are properly identified and provided timely, appropriate guidance and assistance and must ensure that no group is disproportionately represented.
- B. When subpopulations are identified, high schools must ensure that these groups reflect the demographics of populations identified as at risk of dropping out of school.
- C. When no subpopulations are identified, high schools implementing comprehensive initiatives will not have to address the disproportionate representation of any one group of students. In such cases, methods of determining the effectiveness of the at-risk initiative must be given careful consideration with regard to collecting data and preparing necessary reports.
- D. Parental involvement must be part of final placement decisions in any model, initiative, or program where small groups of students are identified for services in a particular school or district.

- E. The target population must reflect the demographics of the population identified in Section II as being at risk of dropping out of school.
- F. High schools must provide relevant data related to identifying the at-risk student population and addressing the needs of these students as required for SDE reports.

V. Building-Level Program Evaluation

A. Evaluation Criteria

All high schools must annually evaluate their dropout-prevention models, initiatives, and/or programs using the following criteria:

1. an identification process, including (where appropriate and based on the particular model, initiative, or program) the number of students identified and the specific risk factors identified
2. the extent of parental involvement in the school's dropout-prevention efforts
3. the number of students served
4. a formative assessment of strengths and weaknesses of the model, initiative, and/or program
5. a qualitative assessment of desired outcomes

B. Desired Outcomes

Schools should establish desired outcomes or performance criteria based on the specific needs of the at-risk population identified and on the nature and structure of the particular model, initiative, and/or program they are implementing. Examples of desired outcomes among the target population

include, but are not limited to, the following:

1. decreased percentages of truancy, absenteeism, discipline problems, and retentions
2. increased students' grade point averages
3. increased percentages of students who are on grade level and students who graduate on time

Model-, initiative-, and/or program-specific data and School Administration Student Information (SASI™) data elements should be used to assess desired outcomes on the basis of specific evaluation criteria. The state's SASI data management system can be used to collect, sort, and report data related to each student's attendance record; age and grade level; gender; ethnicity; grade point average; and retention, truancy, and dropout status.

- C. Teacher and/or counselor assessments may be used to provide supplemental anecdotal documentation and insights related to the effectiveness of the model, initiative, and/or program implemented. A district or school checklist may be beneficial in the evaluation process.

VI. Model, Initiative, and/or Program Evaluation and Assessment Reporting

All high schools must annually provide reports requested by the SDE that relate to the implementation and effectiveness of models, initiatives, and/or programs addressing the needs of students at risk of dropping out of school. District and school report card contents must contain information on the disciplinary climate, promotion and retention ratios, dropout ratios, dropout reduction data, and attendance data. Districts and schools must be prepared to provide accurate and relevant data to the SDE.

Reminders

- I. Review the content in this Guide carefully with all appropriate staff.
- II. Incorporate the expertise and knowledge of your district, school, and community into the content provided in the Guide.
- III. Focus on a population or subpopulation of students who, in the absence of intervention(s), WILL drop out of school.
- IV. Determine, based on your district's/school's target population or subpopulation and potential for local and/or grant funding support, whether you will implement a specific dropout prevention model, a comprehensive initiative, or a multi-faceted program, or whether you will collaborate with the NDPC to conduct a Program Assessment and Review (PAR) to determine the most appropriate model to select or determine if a model you have in place would meet the condition of an evidence-based model as required in EEDA Section 59-59-150.

High schools do have the flexibility to explore and implement newly-developed models or continue offering their existing models IF such models are evidence-based or can be determined to be evidence-based.

- V. Ensure that students, regardless of the model, initiative, or program implemented, are properly identified and provided with timely, appropriate guidance and assistance and that no group is disproportionately represented.
- VI. Remember that student participation in any at-risk model is voluntary.

- VII. Establish procedural guidelines relative to final placement decisions that ensure parental involvement where small subpopulations are identified for services. This requirement could be addressed in a different manner should populations such as an entire class (ninth grade), a school within a school, or an academy be identified.
- VIII. Ensure that smaller target subpopulations reflect the demographics of the entire population identified for services. For example, if you identify teen pregnancy as your population identifier and determine that there are twenty-five members of that population in your school, you would have to serve all twenty-five and not address the demographic issues or serve a subpopulation of the twenty-five and ensure that the subpopulation mirrors the demographics of the total population identified as potential service recipients.

Again, as referenced in item No. VII above, if you decide to serve a ninth-grade school within a school population, your mandate to address population demographics would be dismissed, as all members of the school within a school would be served.

- IX. Begin your efforts with the end in mind. Give consideration and thought to data collection and management and following student progress within the model over the three or four years the population is tracked. Program effectiveness, in large part, will be determined by comparing the “graduate with diploma” population to the initial/starting population. “Holding power” and graduation with a state high school diploma will be key indicators, though not the only indicators, of success.

- X. Prepare to provide relevant model, program, and/or initiative data for use on report cards and SDE reports.
- XI. Anticipate funding support from the state and plan to supplement those funds with local funding and/or grant/foundation funding. The funding needs will be directly correlated with the model(s) selected. Some models are very expensive to implement but require little in maintenance costs.

Other models are very expensive and funding requirements do not diminish at all. Still other models are heavily volunteer-oriented, yet very effective. In addition to state funding sources provided through the SDE, districts and schools should consider other grant funding sources to meet the needs of the target population(s) identified. Workforce Investment Act funding is already being used to support fourteen schools that have implemented Jobs for South Carolina's Graduates (JSCG), a research-based program designed to help high school students identified as at risk for leaving school prior to graduation.

Additional state funding has been provided to support the *High Schools That Work* whole-school reform model. The Star Academy in Pickens County is another model that was initially supported by Appalachian Regional Council (ARC) grant funding. The Star Academy has been replicated in two other districts in South Carolina. These models are included as evidence-based models in the model matrix.

These and other funding sources, in addition to EEDA funding provided, should be considered as financial needs related to model implementation arise.

- XII. Expect success!

III. At-Risk Student Intervention Implementation Guide

The program guide produced by the ARSC and NDPC consists of three documents. Below is a description of each and an explanation of how the Guide will help local school districts reduce dropout rates and increase graduation rates.

Matrix of Risk Factors and Strategies (MRFS)

The MRFS assists schools and school districts in matching effective programs with identified student risk factors. The MRFS starts with an assessment of district data to determine and prioritize risk factors among the district's student population. Then the MRFS helps identify strategies and programs that address those risk factors.

Matrix of Evidence-Based Programs and Practices (MEPAP)

The MEPAP assists schools and school district planners in identifying and reviewing evidence about effectiveness, and selecting evidence-based dropout prevention programs. Additional elements of the MEPAP give summary information about each dropout prevention program, including general descriptive information, cost, strategies addressed by the program, and contact information.

The NDPC drew from a recent National Communities in Schools (CIS) research study to identify high school dropout programs that had a strong research base. It was evident the stringent research criteria used for the CIS study identified relatively few programs (thirteen), therefore the ARSC decided it would be advantageous to identify additional programs.

The ARSC decided to add a tier of programs to the MEPAP. The programs in this additional (second) tier were identified by members of the ARSC and through the database of programs created by the NDPC.

Programs in Tier 2 have varying degrees of research-based evidence to support their effectiveness. However, no program was accepted on face value. Each program was reviewed to ensure it had a solid preliminary basis of evidence for effectiveness and contained multiple research-based strategies.

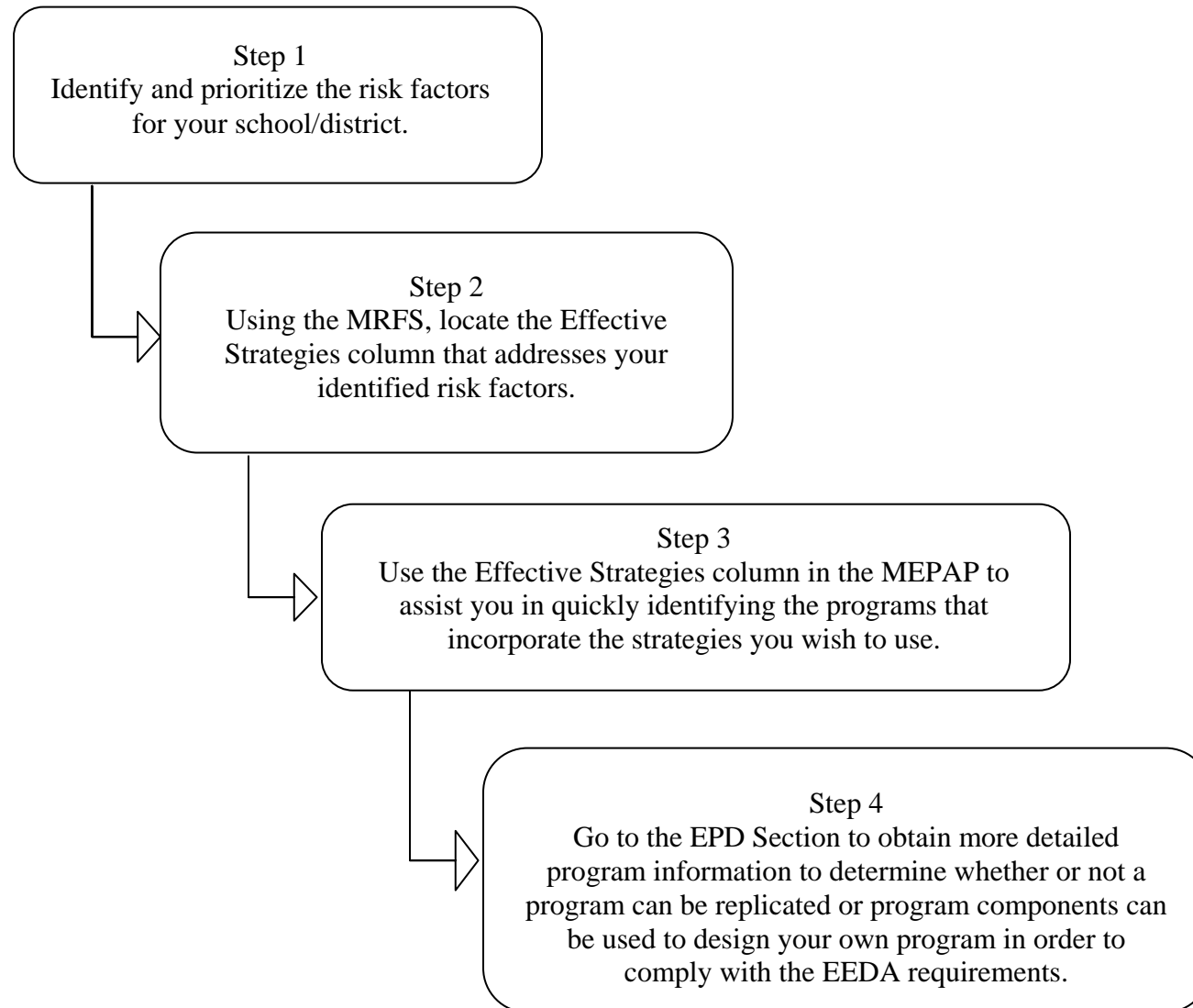
Additionally, Tier 2 contains one district-wide process for assessment and development of effective dropout prevention plans. Program Assessment Review (PAR) is a process developed by the NDPC and used with school districts in South Carolina and around the nation to assist those districts in developing comprehensive dropout prevention plans.

The ARSC approved this process as part of the MEPAP and agreed that a comprehensive dropout prevention plan would be a highly effective approach to dropout prevention. Districts will have the option of selecting a program or this process from the MEPAP for supplementing their current dropout prevention efforts.

Effective Program Descriptions (EPD)

Accompanying the MEPAP are individual, one-page descriptions of each program and process listed in the MEPAP. The purpose of these EPDs is to provide additional information about a program the district may be interested in implementing.

How to Use the Implementation Guide



Matrix of Risk Factors and Strategies

At-Risk Student Intervention Implementation Guide

	OVERAGE (RETENTION/ ACADEMIC FAILURE)	LACK OF INTEREST (EFFORT)	EXCESSIVE NUMBER OF WORK HOURS	HISTORY OF DISCIPLINE PROBLEMS	FEELINGS OF DISCONNECTEDNESS (BELONGING)	PHYSICAL/ EMOTIONAL ABUSE	DISADVANTAGED SOCIOECONOMIC ENVIRONMENT	HOME WITHOUT PARENT	SINGLE/ TEEN PARENT	LIMITED PROFICIENCY IN ENGLISH
15 EFFECTIVE STRATEGIES										
<i>School and Community Perspective</i>										
Systemic Renewal	X	X	X	X	X	X	X	X	X	X
School-Community Collaboration	X	X	X	X	X	X	X	X	X	X
Safe Learning Environments		X		X	X	X	X	X		X
Early Interventions										
Family Engagement	X	X		X	X		X	X	X	X
Early Childhood Education							X	X		X
Early Literacy Development							X	X		X
Basic Core Strategies										
Mentoring/Tutoring	X	X		X	X	X	X	X	X	X
Service-Learning		X		X	X				X	
Alternative Schooling	X	X	X	X	X					
After-School Opportunities		X	X		X					
Making the Most of Instruction										
Professional Development	X	X	X	X	X	X	X	X	X	X
Active Learning	X	X		X	X					
Education Technology	X	X								
Individualized Instruction	X	X		X	X		X			
Career and Technical Education (CTE)	X	X		X	X					

Matrix of Evidence-Based Programs and Practices

Exemplary Programs, Tier 1

<u>Model/Initiative</u>	<u>National Dropout Prevention Center Strategies</u>	<u>Personnel Required</u>	<u>Professional Development and/or Training Required</u>	<u>Equipment Required</u>	<u>Software Required</u>	<u>Initial Funding Required</u>	<u>Maintenance Funding Required Annually</u>	<u>Possible Funding Streams</u>	<u>Initial Contact Information</u>	<u>Web Site(s)</u>
Advancement Via Individual Determination (AVID)	<ul style="list-style-type: none"> • Active Learning • After-School Opportunities • Individualized Instruction • Family Engagement • Mentoring/Tutoring 	Teachers, administrators, and counselor	Summer institutes; regional/district workshops for AVID teams of teachers, counselors, and administrators; tutorial training in AVID methodologies; sequential training for families to assist them in understanding the educational process and the path to college; online training modules for the AVID Essentials and AVID tutorial process; path training for subject-area teachers at AVID schools; district liaison training for district-level administrators supporting AVID implementation and growth; and Certified AVID consultants to support growth and effective implementation of AVID	Computer and Internet access to MyAVID, the online AVID community for data collection, reporting, information updates, and contact; online training-support for tutors, site coordinators, and directors; file sharing-downloadable lessons, forms, PowerPoint presentations, and other resources; online registration for training	AVID School Web site Creator —creates a Web site for each school's AVID program where the school's information, events, and assignments can be easily posted	None	None	Partnerships, development of resources, and alignment of AVID with federal initiatives such as APIP, NCLB, CRSD, and GEAR-UP Alignment with state initiatives and mandates	Mary Catherine Swanson Founder AVID Center 5120 Shoreham Place Suite 120 San Diego, CA 92122 Phone: 858-623-2843 Fax: 858-623-2822 E-mail: avidinfo@avidcenter.org	http://www.avidcenter.org

Exemplary Programs, Tier 1

<u>Model/Initiative</u>	<u>National Dropout Prevention Center Strategies</u>	<u>Personnel Required</u>	<u>Professional Development and/or Training Required</u>	<u>Equipment Required</u>	<u>Software Required</u>	<u>Initial Funding Required</u>	<u>Maintenance Funding Required Annually</u>	<u>Possible Funding Streams</u>	<u>Initial Contact Information</u>	<u>Web Site(s)</u>
Big Brothers Big Sisters	<ul style="list-style-type: none"> • After-School Opportunities • Mentoring/Tutoring • School-Community Collaboration 	Coordinator, match support specialists, and mentors	Staff trained by national; orientation program for mentors	None	None	\$1,000 per mentor/mentee match	\$1,000 per mentor/ mentee match	Individuals, local and state government, and foundations and corporations	Thomas M. McKenna Big Brothers Big Sisters of America 230 North 13 th Street Philadelphia, PA 19107 Phone: 215-567-7000 Fax: 215-567-0394 E-mail: national@bbbsa.org	http://www.bbbsa.org/site/pp.asp?c=iuJ3JgO2F&b=14576
Boys and Girls Clubs of America	<ul style="list-style-type: none"> • Active Learning • After-School Opportunities • Career and Technical Education (CTE) • Educational Technology • Family Engagement • Mentoring/Tutoring • School-Community Collaboration • Service-Learning 	Program staff	Program dependent	Program dependent	Program dependent	Program dependent	Program dependent	Public grants, corporations, foundations, and club dues	National Headquarters Boys and Girls Clubs of America 1275 West Peachtree Street NW Atlanta, GA 30309-3506 Phone: 404-487-5700 Fax: 404-487-5789 E-mail: info@bgca.org	http://www.bgca.org/
Check and Connect	<ul style="list-style-type: none"> • Family Engagement • Mentoring/Tutoring 	Monitors with bachelor's degrees	Monitor training	Training manual	None	\$1,100 per student	\$1,100 per student	School budget	Sandra L. Christenson, PhD University of Minnesota Department of Educational Psychology School Psychology Program 350 Elliott Hall 75 East River Road Minneapolis, MN 55455 Phone: 612-624-003 Fax: 612-624-0879 E-mail: chris002@umn.edu	http://ici.umn.edu/checkandconnect/

Exemplary Programs, Tier 1

<u>Model/Initiative</u>	<u>National Dropout Prevention Center Strategies</u>	<u>Personnel Required</u>	<u>Professional Development and/or Training Required</u>	<u>Equipment Required</u>	<u>Software Required</u>	<u>Initial Funding Required</u>	<u>Maintenance Funding Required Annually</u>	<u>Possible Funding Streams</u>	<u>Initial Contact Information</u>	<u>Web Site(s)</u>
Coca-Cola Valued Youth Program	<ul style="list-style-type: none"> •After-School Opportunities •Early Literacy •Educational Technology •Family Engagement •Mentoring/Tutoring •School-Community Collaboration 	Program administrator, secondary school teacher coordinator, secondary school counselor, evaluation liaison, family liaison, elementary school teacher representative, and principals of participating schools (constitute implementation team)	Intercultural Development Research Association (IDRA) provides training and technical assistance for \$10,000–\$18,000 (this includes training and technical assistance, district video conference, district leadership day, evaluation and implementation guides, and elementary school receiving teacher guides and tutor workbooks). Training classes for tutors	Curriculum framework, evaluation and implementation guides, elementary school receiving teacher guides, and tutor workbooks.	E-mail, other programs as desired	The cost of implementing the program, based on twenty-five tutors and seventy-five tutees, ranges from \$150 to \$250 per student. This cost incorporates staff training, technical assistance, tutor stipends, recognition awards, and evaluation.	\$150–\$250 per student	Federal funds (Title I & II), State compensatory and migrant funds, and corporations	Linda Cantu Division of Professional Development 5835 Callaghan Road Suite 350 San Antonio, TX 78228 Phone: 210-444-1710 Fax: 210-444-1714 E-mail: linda.cantu@idra.org	http://www.idra.org/Coca-Cola_Valued_Youth_Program.htm/ http://www.idra.org/images/stories/BookletFullSize.pdf
High Schools That Work	<ul style="list-style-type: none"> •Active Learning •Career and Technical Education (CTE) •Family Engagement •Educational Technology •Mentoring/Tutoring •Safe Learning Environments •School-Community Collaboration 	Designated site coordinator	Covered in initial funding	Some equipment may be purchased for support initiatives such as Project Lead the Way	Same as equipment	\$8,000 to \$10,000 for professional development	Not required but helpful to maintain state and national connectivity	State, Perkins funds	Dr. H. MiUndrae Prince SCDE, OCTE Rutledge Bldg., Rm. 901-A 1429 Senate Street Columbia, SC 29201 Phone: 803-734-8399 Fax: 803-734-3525 E-mail: mprince@ed.sc.gov	http://www.sreb.org/programs/hstw/hstwindex.asp

Exemplary Programs, Tier 1

<u>Model/Initiative</u>	<u>National Dropout Prevention Center Strategies</u>	<u>Personnel Required</u>	<u>Professional Development and/or Training Required</u>	<u>Equipment Required</u>	<u>Software Required</u>	<u>Initial Funding Required</u>	<u>Maintenance Funding Required Annually</u>	<u>Possible Funding Streams</u>	<u>Initial Contact Information</u>	<u>Web Site(s)</u>
<i>keepin' it R.E.A.L.</i> (Refuse, Explain, Avoid, Leave) Ages ten through seventeen	<ul style="list-style-type: none"> • Active Learning • Educational Technology 	Implementers	Two-day intensive on-site training—\$4,000	Teacher's manual, videos, worksheets, instructional aides in English and Spanish, VCR, and monitor or projector	None	\$1,000–\$5,000	Cost of worksheets	National Institute on Drug Abuse, businesses, and corporations	Dr. Patricia Dustman Southwest Interdisciplinary Research Center Culturally-Grounded Prevention and Services Arizona State University-Downtown Phoenix Campus 411 N. Central Avenue Suite 720 Phoenix, AZ 85004-0693 Phone: 602-496-0700 Fax: 602-496-0958 E-mail: patricia.dustman@asu.edu	http://keepinitreal.asu.edu/
Project Graduation Really Achieves Dreams (Project GRAD®)	<ul style="list-style-type: none"> • Family Engagement • Safe Learning Environment • Systemic Renewal 	District facilitator; teachers and social worker/project manager at each school; shared decision-making committees (principals, teachers, students, parents, and community leaders) to manage project; high school scholarship coordinator	Initial teacher training and ongoing material and curricular support by facilitators for teachers and administrators in all feeder schools	None	None	On average, Project GRAD® costs about \$500 per student served. Some of these costs can be covered by reallocating existing school district resources, so the incremental cost of the program is even lower. Administrative costs are 8 percent of Project GRAD®'s overall costs.	Annual \$1,000 college scholarships for qualifying students	Community organizations and private donors	Tycene Edd Project GRAD® USA 1100 Louisiana, Suite 450 Houston, TX 77002 Phone: 713-816-0404 Fax: 713-986-0470 E-mail: tedd@projectgradusa.org	http://www.projectgrad.org/

Exemplary Programs, Tier 1

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Project Toward No Drug Abuse (Project TND)	<ul style="list-style-type: none"> • Active Learning • Safe School Environment 	Health educator or classroom teacher	Two days of training for the teacher (\$2,000 plus travel costs)	Teacher's manual (\$70.00), student workbooks (five for \$60.00), VCR and monitor or projector	None	\$3,000	Student workbooks	National Institute of Drug Abuse, businesses, and corporations	James Miyano University of Southern California, Institute for Prevention Research 1000 South Fremont Avenue Unit 8 Alhambra, CA 91803 Phone: 800-400-8461 Fax: 626-457-5856 E-mail: miyano@usc.edu	http://tnd.usc.edu
Quantum Opportunities Program	<ul style="list-style-type: none"> • Active Learning • Career and Technical Education (CTE) • Educational Technology • Family Engagement • Mentoring/Tutoring 	Coordinator and counselor per thirty enrollees	Training provided by the Eisenhower Foundation	Computers; library of print, video, and CD materials; VCR; monitor; and Replication Kit	Software for linking to eXtralearning system	\$5,000 per year per participant	\$5,000 per year per participant	U.S. Department of Labor and Ford Foundation	The Eisenhower Foundation Johnnie Gage 1875 Connecticut Avenue, N.W. Ste 410 Washington, DC 20009 Phone: 202.234.8104 Fax: 202.234.8484 Email: johnniegage1@aol.com Developer: C. Benjamin Lattimore Opportunities Industrialization Center of America, Inc. 1415 Broad Street Philadelphia, PA 19122 Phone: 215-236-4500 x 251 Fax: 215-236-7480 E-mail: cbel2@aol.com	http://www.eisenhowerfoundation.org/gop.php

Exemplary Programs, Tier 1

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School Transitional Environment Program (STEP) (Now HiPlaces School Improvement Model)	<ul style="list-style-type: none"> •Family Engagement •Mentoring •Safe Learning Environments 	Advisory teacher (15:1); 120 students to four to five teachers (30:1 ratio)	Training on study skills, adolescent development, social skills, and academic issues	None	Curriculum can be purchased or developed on one's own. School climate, classroom practices, and classroom management are covered.	Negotiable	Varies	School district budget, community organizations, businesses, and corporations	Robert D. Felner, PhD Dean College of Education and Human Development University of Louisville Louisville, KY 40292 Phone: 502-852-3235 E-mail: r.felner@louisville.edu	http://www.ncpe.uri.edu http://www.colorado.edu/cspv/blueprints/promising/programs/BPP16.html
Teen Outreach Program (TOP)	<ul style="list-style-type: none"> •After-School Opportunities •Career and Technical Education (CTE) •School-Community Collaboration •Service-Learning 	Program coordinator, classroom/group facilitators, and community service coordinators	Training recommended; \$575 per person for 2.5 days	None	Teen outreach curriculum (\$430 plus shipping and handling)	\$100–\$600 per participant per year	\$100–\$600 per participant per year	Junior League, businesses, corporations, community organization, and teen pregnancy prevention grants	Claire Wyneken Chief Programs Officer Wyman Center 600 Kiwanis Drive Eureka, MO 63025 Phone: 636-938-5245 x236 Fax: 636-938-5289 E-mail: clairew@wymancenter.org	http://www.wymancenter.org/teenoutreach.htm
Too Good for Drugs and Violence	<ul style="list-style-type: none"> •Family Engagement •Safe Learning Environments •School-Community Collaboration 	Trained teacher, counselor, or prevention specialist per twenty-five to thirty students	One two day training at \$300 per person	Core curriculum (\$150), infusion lessons (\$150), and student workbooks (twenty-five for \$15)	None	\$1,000	\$1,000	Businesses and corporations	Mendez Foundation 601 South Magnolia Avenue Tampa, FL 33606 Phone: 800-750-0986 Fax: 831-251-3237 E-mail: sales@mendezfoundation.org	http://www.mendezfoundation.org/educationcenter/tgfd/tgfdclassroom/hs.htm

Promising Programs, Tier 2

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ACT EXPLORE	<ul style="list-style-type: none"> •Career and Technical Education (CTE) •Systemic Renewal 	One SCDOE FTE has been requested to coordinate all ACT/SAT improvement efforts.	Professional development provided at no charge by ACT to all districts and schools in administering the EXPLORE assessment and using data to counsel students.	None	None	\$424,692 for all grade eight or grade nine students, tests, answer sheets, and scoring	Approximately the same level of funding will be needed each year based on the number of students assessed and the costs of tests.	State funding via SCDOE budget requests to implement in FY07.	Suzette Lee, Director Office of High School Redesign and SAT/ACT Improvement South Carolina Department of Education Room 1112-A Rutledge Bldg 1429 Senate St Columbia, SC 29201 Phone: 803-734-6103 Fax: 803-734-3592 E-mail: slee@sde.state.sc.us	http://www.act.org/explore
Academic Alternatives	<ul style="list-style-type: none"> •After-School Opportunities •Alternative Schooling •Educational Technology •Individualized Instruction 	Teacher	\$1,500	Computers	NovaNet—\$26,250	Twenty-five station computer lab (\$25,000 or use older models donated by the school), NovaNet (\$26,250 per year), teacher (\$40,000), and training (\$1,500)	NovaNet—\$26,250 annually	Regular school budget and supplemental academic instruction funds	Grace Smith Director Career, Technical, Adult Education Management Information Systems and Media Putnam County District Schools 200 South 7 th Street Palatka, FL 32977 Phone: 386-329-0536 Fax: 386-329-9535 E-mail: msmith_g@firn.edu	http://www.putnamschools.org

Promising Programs, Tier 2

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Career Education Options (CEO)	<ul style="list-style-type: none"> • Active Learning • Alternative Schooling • Career and Technical Education (CTE) 	College faculty	None	None	None	Student tuition	Student tuition	College budget	Mariko K. Kakiuchi Director Shoreline Community College Career Education Options Program 16101 Greenwood Avenue North Shoreline, WA 98133 Phone: 206-546-7848 Fax: 206-546-5826 E-mail: mkakiuch@shore.ctc.edu	http://www.shoreline.edu/ceo01.htm
Complete High School Maize	<ul style="list-style-type: none"> • Active Learning • After-School Opportunities • Alternative Schooling • Career and Technology Education (CTE) • Educational Technology • Individualized Learning 	Teachers	Standard district training	None	None	Not available	Not available	School district budget	Deb Elliott Associate Principal Complete High School Maize 11411 W. 49th Street North Maize, KS 67101 Phone: 316-722-4790 Fax: 316-729-0621 E-mail: delliott@usd266.com	http://68.88.167.208/education/school/school.php?sectionid=8
Computer-Based Instruction Example: Educational Options Novel/Stars	<ul style="list-style-type: none"> • Alternative Schooling • Educational Technology • Individualized Learning 	Computer lab manager	On-site training—\$750 per session	Computers with Windows 2000 and Internet Explorer	Adobe Reader	\$195 per student per school year (\$117,000 for 600 students) and \$1,000 support fee	\$195 per student per school year (\$117,000 for 600 students) and \$1,000 support fee	School budget and grants	Michael J. Duffy Sales Director Educational Options, Inc. 3440 N. Fairfax Drive Suite D Arlington, VA 22201 Phone: 866-243-7460 Fax: 703-248-0704 E-mail: mduffy@edoptions.com sales@edoptions.com	http://www.edoptions.com

Promising Programs, Tier 2

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Computer-Based Instruction Example: Pearson Digital Learning/ NovaNET	<ul style="list-style-type: none"> •Alternative Schooling •Educational Technology •Individualized Learning 	Computer lab manager	Four days of on-site training \$6,800	Internet Access or Server and NovaNET compatible computers connected to TCP/IP Network	None	\$935 per port based on Western Piedmont Consortium price Installation fee \$2,000	Based on volume of use	School budget and grants	Julia McCombs Secondary Account Executive NovaNET Pearson Digital Learning 6710 East Camelback Road Scottsdale, AZ 85251 Phone: 800-340-2524 Phone: 888-977-7900 Cell: 919-264-7653 Fax: 919-882-1251 E-mail: Julia.McCombs@pearson.com pkinfo@pearson.com	http://www.pearsondigital.com/
Computer-Based Instruction Example: PLATO Learning, Inc	<ul style="list-style-type: none"> •Active Learning •Alternative Schooling •Educational Technology •Individualized Instruction 	Certified lab instructor	305 days	Internet access or server	Windows compatible	\$20,000	Yes, for Pathways No, for Web-based	IDEA, Title I, PDA, State Grants, Century 21, and Smaller Learning Communities	Dr. Paul Vivian Account Manager 3400 Ebenezer Chase Drive Florence, SC 29501 Phone: 843-229-1579 E-mail: pvivian@plato.com	www.plato.com

Promising Programs, Tier 2

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Consistency Management & Cooperative Discipline® (CMCD)	<ul style="list-style-type: none"> •Family Engagement •School-Community Collaboration •Safe Learning Environments 	Teachers	Consistency management and cooperative discipline facilitator	None	None	Initial implementation 1–2 percent of total school budget	3–5 percent of total school budget	School district budget	H. Jerome Freiberg, John and Rebecca Moores 4800 Calhoun Farish Hall, Room 442 University of Houston Houston, TX 77004–5026 Phone: 713-743-8663 Fax: 713-743-8586 E-mail: freiberg@mail.uh.edu cmcd@uh.edu	http://cmcd.coe.uh.edu http://www.dsgonline.com/mpg2.5/TitleV_MPG_Table_Ind_Rec.asp?id=316
Creating Lasting Family Connections (CLFC)	<ul style="list-style-type: none"> •Family Engagement •School-Community Collaboration 	Trained community volunteers (eight to ten) and two part-time facilitators per parent and youth module	\$750.00 training per week per trainee plus travel expenses	Complete set of curriculum materials	None	\$10,000–\$20,000	\$10,000	Foundations and community organizations	Ted N. Strader COPEs, Inc. 845 Barret Avenue Louisville, KY 40204 Phone: 502-583-6820 Fax: 502-583-6832 E-mail: tstrader@sprynet.com	http://www.copes.org/include/index.htm
Early College High School Initiatives Example: Gateway to College	<ul style="list-style-type: none"> •Alternative Schooling •Educational Technology •Family Engagement •School-Community Collaboration 	College faculty	None	Computer lab	Program dependent	Program dependent	Program dependent	Bill & Melinda Gates Foundation, Carnegie Corporation, W.K. Kellogg Foundation	Laurel Dukehart, Director GTC National Network SE Scott 106 Portland Community College PO Box 19000 Portland, OR 97280-0990 Phone: 503-788-6226 E-mail: ldukehar@pcc.edu	http://www.earlycolleges.org/

Promising Programs, Tier 2

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Early College High School Initiatives Example: Gateway to College Tri-County Technical College	<ul style="list-style-type: none"> •Alternative Schooling •Career and Technical Education (CTE) •Mentoring/ Tutoring •Safe Learning Environments •School-Community Collaboration 	Four FTEs	Professional development required by PCC in Portland, OR	Computer lab	Microsoft GTSC database software provided at no cost	\$650,000	\$650,000 year one (fifty–100 students); \$870,000 years two and three (300 students)	Gates Foundation, Education Finance Act, and lottery	Nita Coleman Director Gateway to College Tri-County Technical College P.O. Box 587 7900 Hwy. 76 Pendleton, SC 29670 E-mail: jcolman@tctc.edu	http://www.tctc.edu/gateway_program.htm
Early College High School Initiatives Example: Richland One Middle College (ROMC)	<ul style="list-style-type: none"> •Systemic Renewal •Professional Development •Service Learning •Out-of-school Experiences •Community Collaboration •Family Involvement •Reading and Writing Programs •Individualized Instruction •Mentoring/Tutoring •Learning Style/Multiple Intelligences •Career Education/ Work-force readiness 	Executive director, dean, guidance counselor, student success coordinator, and a 15:1 student-teacher ratio for up to 150 students	NovaNET, Apex/Beyond, books, classroom tools, E-Chalk, ropes, CDF, and Kuder/SCOIS	1:1 student to computer ratio Classroom media, workstation, Internet access, and office equipment	NovaNET, Apex, Key Train, MiniTab, AutoGraph, Math Type, Geo Sketchpad, and MicroType	Per-pupil allocation of approximately \$6,000 per student with a maximum enrollment of 150 students	Per pupil allocation of approximately \$6,000 per student with a maximum enrollment of 150 students	Competitive grants and local, state, and federal funds	Dr. Robert Kirton Executive Director E-mail: rkirton@richlandone.org Audrey Breland Dean 316 S. Beltline Blvd. Columbia, SC 29205 Phone: 803-738-7114 E-mail: abreland@richlandone.org	www.middlecollege.rcsd1.org

Promising Programs, Tier 2

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Fast Forward Center	<ul style="list-style-type: none"> •Alternative Schooling •Career and Technical Education (CTE) •Educational Technology •School-Community Collaboration 	Director, assistant director, and support staff	None	None	None	\$500,000	\$3,300,000+	City, county, and state government; college budget; school district budget; and community organizations	Michael Carter Director Sinclair Community College 1133 South Edwin C. Moses Blvd., Suite 170 Dayton, OH 45408 Phone: 937-512-3278 Fax: 937-586-9987 E-mail: michael.carter@sinclair.edu	http://www.sinclair.edu/organizations/ffc/
GEARUP	<ul style="list-style-type: none"> •After-School Opportunities •Mentoring/Tutoring •School-Community Collaboration 	<p>District-level grant: Director, program manager, school coordinator, research and evaluation manager, mentors, and tutors</p> <p>School-level grant: school coordinator, academic and career awareness counselor, mentors, and tutors</p>	Training for coordinators, mentors, and professional development in academics and pedagogy for teachers	Computers for communications and data gathering	SASIXp	\$2.4 million, administered by SCCHE in twenty-two rural/low-income school districts This program is grant dependent.	Level-funded multi-year grant	U.S. Department of Education	Dr. Rae McPherson SCCHE 1333 Main Street Suite 200 Columbia, SC 29201 Phone: 803-737-2706 E-mail: rmcpherson@che.sc.gov	http://www.ed.gov/programs/gearup/index.html

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Jefferson County Public Schools (Louisville, Kentucky)	<ul style="list-style-type: none"> •After-School Opportunities •Alternative Schooling, Career and Technical Education (CTE) •Educational Technology •School-Community Collaboration 	Principal and school-based career planners	District-wide professional development	Computers	Subject software	None	None	School district budget	M. Buell Snyder Director-Principal 900 Floyd Street Louisville, KY 40203-2331 Phone: 502-485-3173 Fax: 502-485-3671 E-mail: bsnyder2@jefferson.k12.ky.us	http://www.jefferson.k12.ky.us/Schools/High/jchs.html
Jobs for SC Graduates (JSCG)	<ul style="list-style-type: none"> •Active Learning •Career and Technical Education (CTE) •Individualized Instruction •Mentoring/Tutoring •School-Community Collaboration 	One state director and one job specialist per fourteen pilot sites	Required by national model; provided by national office; other staff development as needed in-state and on-site	Computer(s), telephone, and database access	Database developed by JAG	\$100,000/site \$2 million/state	Ongoing annual salary costs	WIA, state, private, and grant funds	Myra Cunningham State Director Jobs for South Carolina Graduates SC Dept. of Commerce 1201 Main Street Suite 1600 Columbia, SC 29201 Phone: 803-737-2583 E-mail: mcunningham@sccommerce.com	www.jag.org www.sccommerce.com (Note: JSCG is now located in the SC Dept of Commerce. There should be a link soon to JSCG. Meanwhile, contact Myra Cunningham for info.)
Leadership and Resiliency Program (LRP)	<ul style="list-style-type: none"> •Active Learning •After-School Opportunities •Safe Learning Environments •School-Community Collaboration •Service-Learning 	Guidance counselor, program leaders (510 students per leader), program supervisor (experienced, graduate-level clinician)	Training available	Curriculum	None	None	None	County alcohol and drug services, faith-based organizations, and community organizations	Laura Yager Director Prevention Services, Alcohol and Drug Services Fairfax-Falls Church Community Services Board 3900 Jermantown Rd, Suite 200 Fairfax, VA 22030 Phone: 703-934-5476 Fax: 703-934-8742 E-mail: Laura.Yager@fairfaxcounty.gov	http://www.modelprograms.samhsa.gov/template_cfm?page=model_list

Promising Programs, Tier 2

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Moss Point High School Entrepreneurship	<ul style="list-style-type: none"> •Active Learning •Alternative Schooling •Career and Technical Education (CTE) •Educational Technology •Individualized Instruction •School-Community Collaboration 	Teachers	None	Computers, sewing machines, and laundry equipment	None	\$500	\$200 Program becomes self-sufficient after two years	School budget, community organizations, businesses, and corporations	Deborah Thompson Director 4924 Church Street Moss Point, MS 39563 Phone: 228-475-0946 Fax: 228-474-4968 E-mail: dathompson@mp.k12.ms.us	http://www.mp.k12.ms.us/schools/default.asp
National Foundation for Teaching Entrepreneurship (NFTE) YEScarolina	<ul style="list-style-type: none"> •Career and Technical Education (CTE) 	One or two NFTE-certified entrepreneurship teachers per school	NFTE University training with continuing graduate credit offered	Textbooks \$40.00 each and workbooks \$12.00 each; textbooks can be recycled.	Free Web-based “NFTE BizTech” Program	Free training, teacher materials, and technical support	New workbooks and supplies \$12.00 per workbook each year for each student.	Partnerships with area civic and service clubs	Jimmy Bailey Executive Director One Carriage Lane Building G Charleston, SC 29407 Phone: 943-566-1909 Fax: 843-566-3994 E-mail: Seat110@aol.com	www.YEScarolina.com www.NFTE.com
Phoenix Academy	<ul style="list-style-type: none"> •Active Learning •After-School Opportunities •Alternative Schooling •Educational Technology •Family Engagement •Individualized Instruction •Safe Learning Environments •Service-Learning •Systemic Renewal 	Administrative assistant, guidance counselor, teachers (math, English, history, science, and exceptional education), and director	N/A—Professional training centered on the development of curriculum	Laptop computers for staff, LCD projectors, copy machine, FAX, desktop computers, and laptop computers for students	Microsoft Office, Adobe Reader Writer, Quick Time, Web CT, FrontPage, and SASI	None	None	SC Alternative School Application, local community grants/foundations, and local school district	Dr. Walter Wolff Director Phoenix Academy Rock Hill School District 3 1234 Flint Street Ext. Rock Hill, SC 29730 Phone: 803-981-1977 E-mail: wwolff@rock-hill.k12.sc.us	http://www.rock-hill.k12.sc.us/schools/high/phoenix/index.htm

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Pickens County Star Program	<ul style="list-style-type: none"> •Active Learning •Alternative Schooling •Career and Technical Education •Family Engagement •Individualized Instruction •Mentoring/Tutoring •Safe Learning Environments •School-Community Collaboration 	Four teachers, one counselor, and a part-time administrator	Learn to use Synergistics System Lab and have either Aztec or Plato software training.	Pitsco Synergistics Lab for science and math, and computers for ELA lab	Either Aztec or Plato software	\$230,000	\$20,000	EEDA	Shelley Fones The Star Academy/Pickens County Acceleration Program Richard H. Gettys Middle School 105 Stewart Drive Easley, SC 29640 Phone: 864-855-8170 E-mail: fonessw@pickens.k12.sc.us Dr. Douglas Limbaugh E-mail: drdoug@aol.com	www.pickens.k12.sc.us
Positive Action	<ul style="list-style-type: none"> •After-School Opportunities •Family Engagement •Safe Learning Environments •School-Community Collaboration 	Principal/program coordinator, parent coordinator, community coordinator, counselor, and classroom teachers/facilitators	One day training costs \$1200–\$1500/day plus travel expenses.	Grade level instructor's kits (one per classroom); additional components: climate kit (one per site), counselor's kit, family kit, family/parenting classes kit, and community kit	None	High school combo kit–\$1,250 (individual high school instructor's kits also available), principal kit–\$460, family kit–\$75, counselor kit–\$125, community kit–\$550, family classes instructor's kit–\$360, and parenting classes instructor's kit–\$160	Replacement kits as needed; refresher kits as needed; high school instructor's refresher kits (each) –\$75; secondary climate refresher kit–\$80, counselor refresher kit–\$20, and family refresher kit–\$20	School budget, community organizations, businesses, corporations, state and federal grants/funds (e.g., Safe and Drug Free Schools, Title I, Tobacco Prevention, and Character Education), and foundations	Brad Allred Vice President of Development Positive Action, Inc. 264 4th Ave. South Twin Falls, ID 83301 Phone: 208-733-2066 or 800-345-2974 Fax: 208-733-5828 E-mail: brad@positiveaction.net Carolyn Pirtle Consultant Positive Action, Inc. 264 4th Avenue South Twin Falls, ID 83301 Phone: 208-733-1328 or 800-345-2974 x 111 Fax: 208-733-1590 E-mail: carolyn@positiveaction.net	http://www.positiveaction.net

Promising Programs, Tier 2

<u>Model/Initiative</u>	<u>National Dropout Prevention Center Strategies</u>	<u>Personnel Required</u>	<u>Professional Development and/or Training Required</u>	<u>Equipment Required</u>	<u>Software Required</u>	<u>Initial Funding Required</u>	<u>Maintenance Funding Required Annually</u>	<u>Possible Funding Streams</u>	<u>Initial Contact Information</u>	<u>Web Site(s)</u>
Project Respect	<ul style="list-style-type: none"> •Family Engagement •Safe Learning Environments •School-Community Collaboration 	Eighteen community advocates (one per ten to twelve families)	Variety of training via contract with the National Center for School Engagement	None	None	\$900,000 (17,500 students)	\$900,000	Federal grants, district/school-based funding, and private donors; currently funded through Colorado Department of Education, At-Risk initiative, private donors, and Colorado trust El Pomar Foundation	Terri Martinez-McGraw Assistant Principal Keating Education Center 215 East Orman Avenue Pueblo, CO 81004 Phone: 719-549-7380 E-mail: tmartine@pueblo60.k12.co.us	http://www.pueblo60.k12.co.us/DISWeb.nsf/ProjectRespect?OpenForm
Reconnecting Youth	<ul style="list-style-type: none"> •After-School Opportunities •Family Engagement •Safe Learning Environments 	One full-time RY coordinator per five to six classes and teacher-student ratio of 1:12	Five-day on-site training (five to seven people) \$750 per day plus expenses	Classroom to accommodate ten to twelve students	Reconnecting Youth: A Peer Group Approach to Building Life Skills Curriculum (\$300)	\$5,000–\$10,000	Same as initial funding	National Institute on Drug Abuse, National Institute of Mental Health, and U. S. Department of Education	Beth McNamara MSW Information and Training Coordinator Reconnecting Youth Phone: 425-861-1177 Fax: 206-726-6049 E-mail: ry.info@comcast.net Curriculum: Solution Tree (formerly NES) 304 West Kirkwood Avenue Suite 2 Bloomington, IN 47404-5132 Phone: 800-733-6786 Fax: 812-336-7790 E-mail: info@solution-tree.com	http://www.solution-tree.com/

Promising Programs, Tier 2

<u>Model/Initiative</u>	<u>National Dropout Prevention Center Strategies</u>	<u>Personnel Required</u>	<u>Professional Development and/or Training Required</u>	<u>Equipment Required</u>	<u>Software Required</u>	<u>Initial Funding Required</u>	<u>Maintenance Funding Required Annually</u>	<u>Possible Funding Streams</u>	<u>Initial Contact Information</u>	<u>Web Site(s)</u>
School for Integrated Academics and Technologies (SIATech)	<ul style="list-style-type: none"> •Active Learning •Alternative Schooling •Career and Technical Education (CTE) •Educational Technology •School-Community Collaboration 	Site leader, teachers, teachers' aides, and clerical staff	Training required; \$10,000	Computers	Customized curriculum and other industry-based software	\$600,000 (200 students)	None	Job corps (provides facilities) and state government	Mike Hadjiaghahi Director Administrative Services School for Integrated Academics and Technologies (SIATech) 217 Escondido Avenue Suite 7 Vista, CA 92084 Phone: 760-631-3400 Fax: 760-945-1683 E-mail: hadjiaghahi@siatech.org	http://www.siatech.org/

Promising Programs, Tier 2

<u>Model/Initiative</u>	<u>National Dropout Prevention Center Strategies</u>	<u>Personnel Required</u>	<u>Professional Development and/or Training Required</u>	<u>Equipment Required</u>	<u>Software Required</u>	<u>Initial Funding Required</u>	<u>Maintenance Funding Required Annually</u>	<u>Possible Funding Streams</u>	<u>Initial Contact Information</u>	<u>Web Site(s)</u>
South Carolina Advanced Technological Education (SC ATE)	<ul style="list-style-type: none"> • Active Learning • Alternative Schooling • Career and Technical Education (CTE) • Educational Technology 	The SC ATE Technology Gateway is an elective course taught by one or more high school teachers of applied science, applied math, and/or technology. The science or technology instructor typically takes the lead instructional role. The program is best delivered by a multi-disciplinary instructional team including science, technology, and mathematics teachers. Including an English teacher on the team will enhance student learning.	Professional development for teachers to improve skills in teaching methods associated with project-based instruction is recommended and available through the SC ATE Center of Excellence. Teaching techniques designed to improve skills in teaming, problem-based teaching/learning, content integration, and workplace readiness are among expected outcomes of the training. Two four-day teacher workshops may be scheduled upon request. Registration fees range from \$250 to \$350 per teacher per day, depending on number of teachers participating.	<p>A list of required equipment is available on the Web at www.scate.org/gateway/equipment.</p> <p>A basic classroom set of science and technology equipment required for teaching all six projects in the Technology Gateway program may be purchased from science equipment suppliers for about \$3,190. An advanced classroom set of science and technology equipment that includes computer interfaces and sensors may be purchased for approximately \$5,854. Schools may be able to allocate some equipment from existing science and technology laboratories to reduce the cost.</p>	Internet access, word processing, and spreadsheet programs are used throughout the program. Computer Assisted Drawing (CAD) software may be incorporated and will enhance instruction where available.	Classroom kit includes two teacher's guides and hand-out material for twenty-five students, priced at \$395 per kit. Materials may be reviewed and printed on the Web at http://www.scate.org/Educators/CProd/TechnologyGateway.asp . Funding for teachers at one-tenth of the teacher's annual salary recommended to support team planning and team-teaching time.	Replacement of student materials: \$300.00 per class. Personnel costs: one-tenth of the teacher's annual salary for scheduled planning and team-teaching.	Partnerships with local businesses and industries and state and federal career awareness grant funds.	<p>Elaine Craft Director SC ATE Center of Excellence Florence-Darlington Technical College P.O. Box 100548 Florence, SC 29501-0548 Phone: 843-676-8548 E-mail: Elaine.Craft@fdtc.edu scate@fdtc.edu</p>	http://www.scate.org

Promising Programs, Tier 2

<u>Model/Initiative</u>	<u>National Dropout Prevention Center Strategies</u>	<u>Personnel Required</u>	<u>Professional Development and/or Training Required</u>	<u>Equipment Required</u>	<u>Software Required</u>	<u>Initial Funding Required</u>	<u>Maintenance Funding Required Annually</u>	<u>Possible Funding Streams</u>	<u>Initial Contact Information</u>	<u>Web Site(s)</u>
South Carolina Virtual School	<ul style="list-style-type: none"> •Active Learning •After-School Opportunities •Alternative Schooling •Career and Technical Education (CTE) •Individualized Instruction 	One coordinator and two administrative staff; the number of teachers would depend on the number of students needing service.	Online teachers	Computers, course management system, Internet connection, and bandwidth	Depends on whether or not “plug-ins” are needed for courses; an Internet browser such as Internet Explorer is needed along with Web access.	Currently using grant funds for pilot sites, but a full statewide virtual program, at a minimum, would require \$1.5M for licenses, staff, equipment, software, etc.	Course management system fee per student; license fee to have courses updated; equipment would need to be refreshed to run multi-media classes.	General Assembly after an impact report is provided related to the pilot that will run from June 1, 2006–December 1, 2006. Example: Bell South Foundation; possible tuition charges for students	Dee Appleby Office of Technology SC Dept. of Education 1429 Senate St. Suite 401 Columbia, SC 29201 Phone: 803-734-7169 Fax: 803-734-3389 E-mail: dappleby@ed.sc.gov	http://blackboard.myschools.com/webapps/portal/frameSet.jsp
Truant Recovery Program	<ul style="list-style-type: none"> •Family Engagement •School-Community Collaboration 	Student attendance review board members, suspension alternative class teacher, and police officers	None	None	None	None	None	U.S. Department of Justice and local police department	Alan Del Simone Student Welfare and Attendance Office West Contra Costa Unified School District 5000 Patterson Circle Richmond, CA 94805 Phone: 510.232.6379 Fax: 510.232.6395 E-mail: alan.delsimone@gw.wccusd.k12.ca.us	http://www.wccusd.k12.ca.us/index.shtml

Promising Programs, Tier 2

<u>Model/Initiative</u>	<u>National Dropout Prevention Center Strategies</u>	<u>Personnel Required</u>	<u>Professional Development and/or Training Required</u>	<u>Equipment Required</u>	<u>Software Required</u>	<u>Initial Funding Required</u>	<u>Maintenance Funding Required Annually</u>	<u>Possible Funding Streams</u>	<u>Initial Contact Information</u>	<u>Web Site(s)</u>
Union Alternative School	<ul style="list-style-type: none"> • Active Learning • Alternative Schooling • Family Engagement • School-Community Collaboration • Service-Learning 	Teachers (1:15)	District-wide professional development and specialized alternative education professional development from state	Computers	Work Train curriculum and Work Keys assessments for work/study program, A+ for academic remediation, and Marco Polo	Started as school-within-a-school with \$2,000+ salaries	None	School district budget	Richard Storm Principal Union Alternative School 5656 South 129 th East Avenue Tulsa, OK 74134-6711 Phone: 918-459-6550 Fax: 918-459-6566 E-mail: stormr@unionps.org	http://www.unionps.org/secondary/secondary_curriculum_alternativeedu.htm
Upward Bound	<ul style="list-style-type: none"> • After-School Opportunities • Career and Technical Education (CTE) • Early Literacy Development • Family Engagement • Mentoring/Tutoring • School-Community Collaboration • Service-Learning 	Specifically trained counselors	Professional development needed by administrators, teachers, and counselors to address working with poor and working class students/families. Training related to college placement and financial aid is required.	No special equipment is required other than that used for administration.	No special software is required.	\$5,000/student	Extended use of facility time plus per pupil costs	U.S. Department of Education	<p>Larry Oxendine Director Federal TRIO Programs USDOE 1990 K Street, N.W. 7th Floor Washington, D.C. 20006-8510</p> <p>Dr. Paul L. Beasley, Director USC TRIO Programs University of South Carolina 1400 Wheat Street Columbia, SC 29208 E-mail: pbeasley@gwm.sc.edu</p>	<p>http://www.ed.gov/about/offices/list/ope/trio/index.html - programs</p> <p>www.coenet.us/ www.sc.edu/trio/</p> <p>www.ed.gov/print/programs/trioupbound/index.html</p>

Promising Programs, Tier 2

<u>Model/Initiative</u>	<u>National Dropout Prevention Center Strategies</u>	<u>Personnel Required</u>	<u>Professional Development and/or Training Required</u>	<u>Equipment Required</u>	<u>Software Required</u>	<u>Initial Funding Required</u>	<u>Maintenance Funding Required Annually</u>	<u>Possible Funding Streams</u>	<u>Initial Contact Information</u>	<u>Web Site(s)</u>
WorkKeys/KeyTrain	<ul style="list-style-type: none"> • Career and Technical Education (CTE) 	Personnel trained to administer the test	Test administering training	For computer-based testing: Pentium 11-350 or faster, monitor, video card, 800 x 600 screen area, and CD-ROM with minimum of 12 x 64–128 MB of RAM	Instructional software to prepare for tests	\$100.00 per site and \$4.00/test	None	None	ACT, Inc. Thinking Media 340 Frazier Ave. Chattanooga, TN 37405 Phone: 877-842-6205 or 800-967-5537	www.act.org/workkeys www.keytrain.com/wrk_ovr.asp
Youth Build	<ul style="list-style-type: none"> • Active Learning • Alternative Schooling • Career and Technical Education (CTE) • Service-Learning 	Project director, construction manager, construction trainer, counselor, and teacher	\$6,000 for training	Tools for building	Program dependent	\$22,000 per participant per year	\$22,000 per participant per year	Foundations and community organizations	Dorothy Stoneman President YouthBuild USA 58 Day Street Somerville, MA 02144 Phone: 617-623-9900 E-mail: ybinfo@youthbuild.org	http://www.youthbuild.org/site/c.htlR13P1KoGb.1223921/k.BD3C/Home.htm

Program Assessment and Review

<u>Model/Initiative</u>	<u>National Dropout Prevention Center Strategies</u>	<u>Personnel Required</u>	<u>Professional Development and/or Training Required</u>	<u>Equipment Required</u>	<u>Software Required</u>	<u>Initial Funding Required</u>	<u>Maintenance Funding Required Annually</u>	<u>Possible Funding Streams</u>	<u>Initial Contact Information</u>	<u>Web Site(s)</u>
National Dropout Prevention Center Program Assessment and Review (PAR)	<ul style="list-style-type: none"> •Active Learning •After-School Opportunities •Alternative Schooling •Career and Technical Education •Early Childhood Education •Early Literacy Development •Educational Technology •Family Engagement •Individualized Instruction •Mentoring/ Tutoring •Professional Development •Safe Learning Environments •School-Community Collaboration •Service-Learning •Systemic Renewal 	Local Action Team (LAT) to work with the Program Assessment Review (PAR) Team	Provided as part of the PAR process	None	None	Varies depending upon services \$20,000–60,000	Varies with each district depending on the goals of their plan	State/EEDA Local and Federal Foundations	<p>Dr. Jay Smink Director Phone: 864-656-2450 Fax: 864.656.0136 E-mail: sjay@clemson.edu</p> <p>Dr. Sam Drew Associate Director Phone: 864-656-2873 Fax: 864.656.0136 E-mail: sdrew@clemson.edu</p> <p>Clemson University 209 Martin Street Clemson, SC 29631-1555</p>	<p>www.dropoutprevention.org</p> <p>http://www.dropoutprevention.org/program/par.htm</p>

Program Descriptions

Exemplary Programs, Tier 1

Program Name

Advancement Via Individual Determination (AVID)

<http://www.avidcenter.org>

Overview

AVID is an in-school academic support program for middle and high schools that places underachieving high-risk students in a college preparatory program to prepare them to go to and succeed in college. AVID courses teach students inquiry, writing, and critical thinking skills, as well as study skills, library research skills, and college entrance exam preparation. Students take advanced-level college preparatory classes and are provided assistance and tutoring during AVID courses to help them succeed in these courses. Students are also involved in AVID activities during lunch, elective periods, and after school and participate in a number of related extracurricular activities. AVID emphasizes family involvement and includes a family training curriculum to assist parents or other family members with the college-going process.

Strategies

Program strategies include active learning, after-school opportunities, individualized instruction, family engagement, and mentoring/tutoring.

Components

Program components include: (1) AVID curriculum and program materials; (2) interdisciplinary leadership team; (3) lead teacher or coordinator; (4) professional development through weeklong initial summer training institute and monthly follow-ups; (5) student selection process; (6) college or peer tutors trained in AVID curriculum; (7) monitoring of student progress; and (8) daily AVID elective courses and activities.

Targeted Groups

The program focuses on low-income underachieving students with a C grade point average, who have the potential to succeed in college preparatory course work and are first in their families to have a chance to go to college.

Research/Evaluation Evidence

In longitudinal studies of schools where the project was implemented as designed, project students, relative to their counterparts in comparison schools, showed significant:

- improvement in academic performance,
- increases in Advanced Placement course enrollment and completion,
- decreases in dropout rates, and
- increases in college enrollment.

Contact

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Exemplary Programs, Tier 1

Program Name

Big Brothers Big Sisters

<http://www.bbbsa.org/site/pp.asp?c=iuJ3JgO2F&b=14576>

Overview

Big Brothers Big Sisters (BBBS) is a federation of more than 500 agencies that serve children and adolescents with a program designed not to ameliorate specific problems, but to provide support in all aspects of young people's lives through a professionally supported one-to-one relationship with a caring adult. During their time together, the mentor and youth engage in developmentally appropriate activities, such as walking; visiting a library; washing the car; playing catch; or attending a play, school activity, or sporting event. Individual programs are customized to local needs while a national infrastructure oversees recruitment, screening, matching, and supervision to ensure that quality mentors are selected, that good mentor-mentee matches are made, and that these relationships receive adequate staff supervision and support.

Strategies

Strategies include after-school opportunities, mentoring/tutoring, and school-community collaboration.

Components

The success of the program depends on the following components: (1) stringent guidelines for screening mentors, (2) required orientation for all mentors, (3) assessment process that includes home visits and interviews with parents and youths, (4) matching process to find the best match for youth and mentor, and (5) supervision and support of mentoring relationship by program staff.

Targeted Groups

Targeted groups include youth ages ten to nineteen in low socioeconomic status families, with no more than one parent/guardian actively involved in their lives.

Research/Evaluation Evidence

An extensive eighteen-month study using classical experimental design was used to evaluate the program. The researchers found the following among mentored youth, compared to the control group:

- reduced initiation of drug use, particularly for minority males;
- reduced initiation of alcohol use, particularly for minority females;
- reduced incidents of hitting someone;
- increased feeling of competence in school, particularly for minority females;
- improved grades, particularly for minority females; and
- fewer skipped days of school, particularly for females.

Contact

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Big Brothers Big Sisters of America

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Exemplary Programs, Tier 1

Program Name

Boys & Girls Clubs of America (BGCA)

<http://www.bgca.org>

Overview

Boys & Girls Clubs of America (BGCA) provides fun, safe places for youth during out-of-school hours where they can be involved in caring relationships with adults and peers and feel a sense of membership and connectedness. BGCA provides varied and diverse programming supported by caring staff and has a lineup of tested and proven, nationally recognized programs that address today's most pressing youth issues and teach young people the skills they need to succeed in life.

Strategies

Strategies include active learning, after-school opportunities, career and technical education (CTE), educational technology, family engagement, mentoring/tutoring, school-community collaboration, and service-learning.

Components

More than twenty-five national programs are available in the areas of education, the environment, health, the arts, careers, alcohol/drug and pregnancy prevention, gang prevention, leadership development, and athletics.

Targeted Groups

Targeted groups are children ages six through eighteen who are at home with no adult care or supervision.

Research/Evaluation Evidence

Public/Private Ventures of Oakland, CA, published *Beyond Safe Havens: A Synthesis of 20 Years of Research on the Boys & Girls Clubs of America*. The evaluation design was a quasi-experimental and nonexperimental study on twenty-one BGCA's. Seven studies of four delinquency prevention programs, seven studies of five education/technology initiatives, four studies of two job readiness programs, and three studies of overall club experiences are summarized in these findings. For more details on this publication, contact Amy Arbreton, Director of Research and Public/Private Ventures at aarbreton@ppv.org.

Contact

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Exemplary Programs, Tier 1

Program Name

Check & Connect

<http://ici.umn.edu/checkandconnect/>

Overview

Check & Connect centers around increasing student-school engagement through relationship building, monitoring of disengagement warning signs, interventions individualized to student needs, development of problem-solving skills, and the encouragement of participation in extracurricular activities. A key factor in the Check & Connect model is the monitor, who is responsible for assessing levels of student engagement and for implementing basic and intensive interventions. “Checking” involves following student engagement indicators, particularly attendance, daily or weekly. “Connecting” includes two levels of student-focused interventions: (1) a basic intervention for all students that includes information about monitoring, feedback on their progress, and training in cognitive-behavioral problem solving; and (2) intensive interventions, which may include tutoring, home-school meetings, making connections with community resources, or behavioral contracts or interventions. Relationships with families are established and family ties to school strengthened by the monitor through phone calls, meetings, and home visits.

Strategies

Strategies include family engagement, mentoring/tutoring, and systemic renewal.

Components

Program components include: (1) program manual and staff development materials; (2) monitor serving up to fifty students; (3) monitoring sheets filled out daily or weekly; (4) data entry and analysis from monitoring sheets; (5)

parent and student outreach rewards; (6) program coordinator to supervise and train monitors; and (7) regular meetings between monitor and referred students.

Targeted Groups

The program has served K–12 students in urban and suburban settings and has been proven effective for students with or without disabilities, including students with learning, emotional, and behavioral disabilities. Students are referred to the program based on specific warning signs, such as attendance problems, poor performance, or emotional or behavioral problems.

Research/Evaluation Evidence

Four longitudinal studies using experimental and quasi-experimental designs have been carried out on Check & Connect across all school levels. Compared to students in control or comparison groups, students served by the program showed significant:

- decreases in truancy,
- decreases in absenteeism,
- decreases in dropout rates,
- increases in credit accrual, and
- increases in school completion.

Contact

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Exemplary Programs, Tier 1

Program Name

Coca-Cola Valued Youth Program

http://www.idra.org/Coca-Cola_Valued_Youth_Program.htm/

Overview

The Coca-Cola Valued Youth Program (VYP) is an international cross-age tutoring program in which secondary at-risk students work with at-risk elementary students. The program philosophy revolves around seven key tenets that emphasize the valuing of students; for example, that all students can learn, that the school values all students, and that all students can actively contribute to their own education and to the education of others. Based on this philosophy, the program strives to improve the self-esteem and academic skills of at-risk students to help reduce their dropout rates. This is accomplished through the tutoring experience along with the provision of assistance on basic academic skills; the elimination of other factors that may influence them to drop out, such as misbehavior or truancy; and the formation of home-school ties.

Strategies

Strategies include after-school opportunities, early literacy, educational technology, family engagement, mentoring/tutoring, and school-community collaboration.

Components

The program includes: (1) stipends for tutors; (2) a minimum of thirty class sessions for tutors; (3) weekly four-hour tutoring sessions; (4) implementation by existing school staff; (5) requirement for ten training and technical assistance days; and (6) implementation guides for staff and for family involvement activities.

Targeted Groups

Students recruited as tutors are at-risk middle and high school students who may also be from low socioeconomic-level families and/or have been retained at some point. The program has been successfully implemented with limited English proficient students.

Research/Evaluation Evidence

Some elements critical to program success were fidelity to program components, a minimum age of tutors, and a four-grade difference between tutors and tutees. The primary program evaluation used a quasi-experimental design with a matched comparison group for up to two years after the program was implemented. Compared to the comparison group, student participants demonstrated the following:

- significantly higher reading grades,
- significantly better attitudes toward school (including liking school and commitment to schoolwork), and
- lower dropout rates.

Contact

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Exemplary Programs, Tier 1

Program Name

High Schools That Work (HSTW)

www.sreb.org/programs/hstw/hstwindex.asp

Overview

High Schools That Work is an effort-based school improvement initiative founded on the conviction that students can master rigorous academic and career/technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed. It is the nation's first large-scale effort to engage state, district, and school leaders in partnerships with teachers, students, parents, and the community to raise student achievement in high schools and middle schools. It is based on the belief that students become smarter through effort and hard work and that school leaders and teachers can motivate students to achieve at high levels through relevant curriculum, supportive relationships between students and adults, effective advising, and effective leadership that provides faculty support and professional development.

Strategies

Strategies include active learning, career and technical education (CTE), family engagement, educational technology, mentoring/tutoring, safe learning environments, and school-community collaboration.

Components

HSTW has identified ten key practices that impact student achievement. These practices provide direction and meaning to comprehensive school improvement and student learning, and include: (1) high expectations; (2) a concentrated,

upgraded academic core program of study; (3) academic studies that apply content and skills to real-world problems and projects; (4) career/technical studies; (5) work-based learning; (6) integrated teams of teachers and students working together; (7) active learning using research-based instructional strategies and technology; (8) student and parent involvement in a guidance and advisement system; (9) extra help to complete accelerated programs of study; and (10) a culture of continuous improvement through assessment and evaluation.

Targeted Groups

HSTW targets high school and middle school students.

Research/Evaluation Evidence

Documents listed on the *HSTW* Web site describe scientific, research-based methods and strategies supporting the ten key practices as listed above and provide evidence of *HSTW* effectiveness with schools. Visit the following Web site for detailed information:

<http://www.sreb.org/Programs/hstw/specialnetworks/csr/AlignmentWithCSRComponents.asp>

Contact

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Exemplary Programs, Tier 1

Program Name

keepin' it R.E.A.L. (Refuse, Explain, Avoid, Leave)

<http://keepinitreal.asu.edu>

Overview

The keepin' it R.E.A.L. (Refuse, Explain, Avoid, Leave) program is a video-enhanced intervention that uses a culturally-grounded resiliency model that incorporates traditional ethnic values and practices that protect youth against drug use. A school-based prevention program for elementary, middle, and early high school students, keepin' it R.E.A.L. is based on previous work that demonstrates that teaching communication and life skills can combat negative peer and other influences. Keepin' it R.E.A.L. extends resistance and life-skills models by using a culturally based narrative and performance framework to: (1) enhance anti-drug norms and attitudes; and (2) facilitate the development of risk assessment, decision making, and resistance skills. Distinct Mexican American, African American, and multicultural versions of keepin' it R.E.A.L. are available.

Strategies

Strategies involve active learning and educational technology.

Components

The program relies heavily on the acceptance and commitment of school leadership and staff to the importance of culturally relevant materials and approaches. Components include: (1) ten forty-five to fifty-minute lessons; (2) a teacher's manual, videos, worksheets, and instructional aids in English and Spanish; (3) a recommended follow-up booster session; and (4) an optional media/publicity campaign.

Targeted Groups

The keepin' it R.E.A.L. program targets urban youth ranging in age from ten to seventeen.

Research/Evaluation Evidence

The initial keepin' it R.E.A.L. evaluation was conducted over forty-eight months using a randomized block assignment with sample middle schools. A two-year follow-up study revealed that, compared to students in control schools, students who participated in the program:

- retained unfavorable attitudes toward someone their age using substances,
- significantly reduced their use of marijuana, tobacco, and alcohol, especially alcohol, and
- improved their resistance skills to using alcohol, cigarettes, and marijuana.

The piloting was conducted in two high schools in Monterrey, Mexico.

Contact

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Exemplary Programs, Tier 1

Program Name

Project Graduation Really Achieves Dreams (Project GRAD)

<http://www.projectgrad.org/>

Overview

Project GRAD is a comprehensive dropout prevention and college attendance program that works with high schools and their feeder schools to implement multiple reforms. Interventions implemented focus on classroom management, student performance, parent involvement, graduation rates, and college acceptance rates. Annual college scholarships are provided to students who graduate on time, complete a set number of math courses, maintain a minimum grade point average, and attend at least two program-sponsored summer institutes.

Strategies

Strategies include family engagement, safe learning environment, and systemic renewal.

Components

Program components include: (1) district Project GRAD facilitator; (2) initial teacher training and ongoing material and curricular support by facilitators for teachers and administrators in all feeder schools; (3) social worker/project manager at each school; (4) ongoing data tracking and evaluation; (5) Shared Decision-Making Committees (principals, teachers, students, parents, and community leaders) to manage the project; (6) high school scholarship coordinator; and (7) annual \$1,000 college scholarships for qualifying students.

Targeted Groups

Project GRAD serves inner-city school feeder patterns with primarily low-income, minority students.

Research/Evaluation Evidence

Several studies using quasi-experimental designs have evaluated the impact of Project GRAD on student outcomes. Participating students, as compared to those in comparison schools, have shown significant

- gains in math and reading test scores,
- decreases in discipline referrals, and
- gains in college attendance.

Contact

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Exemplary Programs, Tier 1

Program Name

Project Toward No Drug Abuse (Project TND)

<http://tnd.usc.edu>

Overview

Project TND is an effective, interactive classroom-based substance abuse prevention program that is based on more than two decades of successful research at the University of Southern California.

Strategies

Strategies include active learning and safe learning environments.

Components

Project TND focuses on three factors that predict tobacco, alcohol, and other drug use, violence-related behaviors, and other problem behaviors among youth, including: motivation factors (i.e., students' attitudes, beliefs, expectations, and desires regarding drug use); skills (social, self-control, and coping skills); and decision-making (i.e., how to make decisions that lead to health-promoting behaviors).

Targeted Groups

Project TND targets high school youth, ages fourteen to nineteen. The program has proven successful when implemented in regular as well as alternative (continuation) high schools, with students from diverse ethnic and socioeconomic backgrounds.

Research/Evaluation Evidence

Project TND has been rigorously tested on more than 3,000 youth from forty-two high schools in Southern California. Program effectiveness in alternative (continuation) high schools as well as regular high schools has been evaluated. The student populations in these schools have been ethnically diverse, including African American (5–26 percent), Latino/Hispanic (38–46 percent), Asian (1–7 percent), and white (36–45 percent) students. Three randomized experimental studies have been conducted in which schools that received the program were compared to schools that did not receive the program. One year following completion of the program, relative to comparison students, alternative high school students that received Project TND experienced a 27 percent prevalence reduction in thirty-day cigarette use, a 22 percent prevalence reduction in thirty-day marijuana use, a 26 percent prevalence reduction in thirty-day hard drug use, a 9 percent prevalence reduction in thirty-day alcohol use among baseline drinkers, and a 25 percent prevalence reduction in one-year weapon carrying among males.

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Exemplary Programs, Tier 1

Program Name

Quantum Opportunities Program

<http://www.oicofamerica.org/onlprog.html>

<http://www.eisenhowerfoundation.org/qop.php>

Overview

The Quantum Opportunities Program (QOP) is designed to help at-risk youth make a “quantum leap” up the ladder of opportunity through academic, developmental, and community service activities, coupled with a sustained relationship with a peer group and a caring adult, offered to them over their four years of high school. The QOP framework strives to compensate for some of the deficits found in poverty areas by: (1) compensating for both the perceived and real lack of opportunities characteristic of disadvantaged neighborhoods; (2) providing interactions and involvement with persons who hold pro-social values and beliefs; (3) enhancing participants’ academic and functional skills to equip them for success; and (4) reinforcing positive achievements and actions.

Strategies

Strategies include active learning, career and technical education (CTE), educational technology, family engagement, and mentoring/tutoring.

Components

The program, which begins in ninth grade and continues throughout high school, includes: (1) financial incentives for youth participation; (2) mentors who serve as role models, tutors, and case managers to refer youth to needed services; (3) year-round services, regardless of a student’s school enrollment status; (4) an annual participation rate goal of 250 hours; (5) staff bonuses tied to youth participation rates; and (6) supportive services, such as snacks and transportation.

Targeted Groups

The QOP program targets academically and economically at-risk high school youth ages fourteen to eighteen.

Research/Evaluation Evidence

Two multi-site experimental studies were carried out from the ninth grade through expected time of graduation, and statistically significant results were consistently found at one site in one of the studies. The key at this site was dosage and fidelity to the program model. Youth at this site, compared to the control group:

- became teen parents less often,
- had higher academic and functional skills,
- were more likely to graduate, and
- had higher educational expectations and were more likely to attend postsecondary schools.

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Exemplary Programs, Tier 1

Program Name

School Transitional Environment Program (STEP)—(now HiPlaces School Improvement Model)

<http://www.ncpe.uri.edu>

<http://www.colorado.edu/cspv/blueprints/promising/programs/BPP16.html>

Overview

The School Transitional Environmental Program (STEP) is based on the Transitional Life Events model, which theorizes that stressful life events, such as making transitions between schools, places children at risk for maladaptive behavior. Research has shown that, for many students, changing schools can lead to a host of academic, behavioral, and social problems and may lead to dropping out of school. STEP redesigns the high school environment to make school transitions less threatening for students and aims to increase peer and teacher support, decrease student anonymity, increase student accountability, and enhance students' abilities to learn school rules.

Strategies

Strategies include family engagement, mentoring/tutoring, and safe learning environments.

Components

Key program components include: (1) subgroups of sixty-five to one hundred STEP students taking all primary classes together; (2) STEP classrooms located close together; (3) homeroom teachers serving as the primary link between student and school, and school and home; (4) students receiving individual fifteen- to twenty-minute monthly counseling sessions; and (5) STEP teachers meeting once or twice weekly.

Targeted Groups

STEP best benefits those students at greatest risk for behavioral problems who attend large, urban junior or senior high schools with multiple feeders and which serve predominantly nonwhite, lower-income students.

Research/Evaluation Evidence

Several quasi-experimental studies have examined the STEP program, implemented at high- and low-risk schools. STEP has been found to be more effective than programs targeting transitional life events through individual skill building and has been demonstrated effective at both middle and high school transitions.

Long-term follow-up indicated that STEP students, compared to controls, had:

- more positive feelings about the school environment,
- higher grades and fewer absences,
- fewer increases in substance abuse and delinquent acts,
- fewer teacher-reported behavior problems, and
- higher academic expectations and lower dropout rates.

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Exemplary Programs, Tier 1

Program Name

Teen Outreach Program (TOP)
<http://www.wymancenter.org/teenoutreach.htm>

Overview

Teen Outreach Program (TOP) is a school-based program involving young people ages twelve to seventeen in volunteer service in their communities. The program connects the volunteer work to classroom-based, curriculum-guided group discussions on various issues important to young people. Designed to increase academic success and decrease teen pregnancy, TOP helps youth develop a positive self-image, learn valuable life skills, and establish future goals.

Strategies

Strategies include active learning, after-school opportunities, career and technical education (CTE), school-community collaboration, and service-learning.

Components

TOP includes: (1) student selected service activity; (2) TOP curriculum manual and materials with age-appropriate exercises and discussions and an evaluation manual; (3) student assessment through student journals and portfolios; (4) technical assistance on curriculum, recruitment of students, and identification of funding sources; and (5) a nine-month program period for a class of eighteen to twenty-five students.

Targeted Groups

TOP is designed for male and female students, ages twelve to seventeen years, who have been designated as at risk for school dropout or teen parenthood. Participants are more likely to come from single-parent homes and have fathers with less education in comparison to students who did not participate in an intervention program.

Research/Evaluation Evidence

Both experimental and quasi-experimental studies have been used to evaluate TOP. Researchers found that the students who worked more volunteer hours had better outcomes than those volunteering for fewer hours. In general, TOP participants, relative to control or comparison groups, were significantly:

- less likely to get pregnant,
- less likely to fail a course, and
- less likely to be suspended.

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Exemplary Programs, Tier 1

Program Name

Too Good for Drugs and Violence (TGFD)

<http://www.mendezfoundation.org/educationcenter/tgfd/tgfdclassroom/hs.htm>

<http://www.mendezfoundation.org/educationcenter/tgfd/index.htm>

Overview

Too Good for Drugs and Violence-High School is a comprehensive prevention education program designed to equip students with the knowledge, skills and attitudes they need to remain safe and drug free. Too Good for Drugs and Violence-High School promotes bonding; develops positive life skills; establishes positive, violence- and drug-free norms; and completes a consistent, comprehensive K–12 prevention plan.

Strategies

Strategies include family engagement, safe learning environments, and school-community collaboration.

Components

There are five interwoven primary skill components: (1) goal setting, (2) decision-making, (3) bonding with others, (4) identifying and managing emotions, and (5) communicating effectively. Too Good for Drugs and Violence-High School offers core curriculum, staff development, and infusion lessons.

Targeted Groups

Students in grades nine through twelve are targeted.

Research/Evaluation Evidence

Each year for the past twenty years, independent evaluation has proven the Mendez programs successful in the public schools in Tampa, Florida. A pretest and posttest at each grade level enable teachers to determine whether or not students understand and remember the concepts covered in that grade. The test consists of attitude and knowledge questions linked to program objectives. Too Good for Drugs and Violence has also been recognized as a Model Program by the Substance Abuse and Mental Health Services Administration. Five studies conducted by an independent evaluator examined the effectiveness of TGFD. More information on this evaluation can be viewed at the following Web site:

<http://www.mendezfoundation.org/images/SAMHSApercent20sheet.pdf>.

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Promising Programs, Tier 2

Program Name

ACT EXPLORE

www.act.org/explore/

Overview

The EXPLORE program is designed to help eighth and ninth graders explore a broad range of options for their future. EXPLORE prepares students for their high school course work and post-high school choices. It provides baseline information on the academic abilities of the students that can be used to help plan high school course work and is a reliable predictor of performance on PLAN, which provides a midpoint review of tenth-graders' progress toward their education and career goals. The assessment is a curriculum-based, achievement test designed for measuring achievement in these core areas: English, mathematics, reading, and science. It shares the same score scale with PLAN and the ACT, enabling educators to seamlessly document student progress from grades eight through twelve.

Strategies

Strategies include career and technical education (CTE) and systemic renewal.

Components

Components include EXPLORE assessment, needs assessment, plans and background information, and interest inventory.

Targeted Groups

Eighth and ninth grade students are targeted.

Research/Evaluation Evidence

According to Research Confirms It, students who have taken EXPLORE are more likely to take a college-prep curriculum and to be prepared for college-level work. In addition, students—and especially underrepresented students—who use EXPLORE and PLAN information are more likely to take rigorous college-prep courses, particularly math and science, in high school. Higher percentages of students who use EXPLORE and PLAN in their educational planning aspire to go to college. Finally, EXPLORE provides an early indicator of college readiness and an opportunity for students to find careers that match their interests.

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Promising Programs, Tier 2

Program Name

Academic Alternatives

<http://www.putnamschools.org>

Overview

Academic Alternatives is multifaceted and provides students who are three or more credits behind an opportunity to exceed the normal six credits earned per academic year. The Foundations Program allows students who are sixteen years old and in seventh, eighth, or ninth grades to enter a pre-GED exit program. After-School Opportunity Grade Forgiveness is offered at each high school by the Adult Education Department. The Unified Youth Services program is offered at each high school for twenty-five students who have two or more barriers to graduating from high school. Four special diplomas are offered by the district for students with disabilities.

Strategies

Strategies include after-school opportunities, alternative schooling, educational technology, and individualized instruction.

Components

Components include a pre-GED exit program and after-school programs.

Targeted Groups

Targeted groups include students who are sixteen years of age and in seventh, eighth, or ninth grades and high school students who have two or more barriers to graduating.

Research/Evaluation Evidence

The graduation rate in Putnam County has risen from 49.51 percent in 1995 to 79.5 percent in 2003. The dropout rate has gone from being the highest in the state at 7.93 percent in 1995 to one of the lowest at 1.5 percent.

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Promising Programs, Tier 2

Program Name

Career Education Options Program (CEO)
www.shoreline.edu/ceo01.htm

Overview

Career Education Options Program (CEO) helps students achieve self-sufficiency through education, job training, and life skills development. The program helps out-of-school youth to pursue their GEDs and/or professional-technical associate degrees at local community colleges.

Strategies

Strategies include active learning, alternative schooling, career and technical education (CTE), and school-community collaboration.

Components

Components include job training and effective job search strategies.

Targeted Groups

Youth who are sixteen to twenty-one years old and not currently enrolled in high school are eligible to enroll in CEO. An individual can enter a CEO program whether or not he or she has earned a GED, but NOT if he or she has earned a high school diploma.

Research/Evaluation Evidence

The program has grown steadily and is now operating at capacity, serving more than 500 students. Approximately eighty students annually complete their GEDs with virtually all of them moving on to college studies. A state report found that 90 percent of the vocational graduates find jobs in their chosen majors.

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Promising Programs, Tier 2

Program Name

Complete High School Maize (CHSM)

<http://maize.usd266.com/education/school/school.php?sectionid=8>

Overview

Complete High School Maize (CHSM) is an experiential learning center for students who have either previously dropped out of school or are unsuccessful at their traditional high schools. CHSM utilizes a four-day school schedule with Friday morning dedicated to providing one-on-one help to those students who need it. A work experience program is available for those students with jobs. Students experience field trips, weekly career speakers, community service, tutoring, custodial duties, special luncheons, and more.

Strategies

Strategies include active learning, after-school opportunities, alternative schooling, career and technology education (CTE), educational technology, and individualized instruction.

Components

Students are required to complete a multiple intelligences inventory that serves as a basis for their individual learning contract. Programs are tailored to the individual needs of students through their Personal Education Plan (PEP). Online courses are available to provide educational opportunities that extend beyond the school day.

Targeted Groups

Targeted groups include students who are at least sixteen years of age and are in grades nine through twelve, who have previously dropped out of school or are unsuccessful at their traditional high school, and who live or have lived in the USD 266 Maize School District.

Research/Evaluation Evidence

CHSM graduates transition to the real world with high success rates as evidenced by graduate surveys administered every three years. To date, 90 percent of CHSM graduates have careers or are in training/education for careers.

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Promising Programs, Tier 2

Program Name

Computer-Based Instruction

Example: Educational Options, Inc. NOVEL/STARS™

www.edoptions.com

Overview

Educational Options, Inc., is a for-profit educational technology firm that understands the need for innovative learning strategies for today's youth. It provides an Internet-delivered school curriculum of 31 high school and middle school courses. The NOVEL/STARS curriculum has been integrated with a unique and efficient online, Internet-based delivery system that can support an infinite number of students at a remarkably low per-student cost. It provides automated assessment, prescription, reporting, and the ability for clients to modify the existing curriculum or to construct new curriculum content to meet their own special academic requirements.

Strategies

Strategies include alternative schooling, educational technology, and individualized instruction.

Components

The NOVEL™ curriculum consists of 31 courses. STARS™ consists of student testing, assessment, and a remediation online Internet-based system that provides unique curriculum-delivery capabilities, including automated assessment, individualized prescriptive remediation, and comprehensive reporting.

Targeted Groups

Students in traditional classrooms and/or students at risk of graduating who need credit recovery, state exam preparation, or summer school are targeted.

Research/Evaluation Evidence

More than 250,000 students have used this online curriculum to stay in school and achieve credits. The program has helped thousands of students, who might otherwise have failed, graduate with high school diplomas.

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Promising Programs, Tier 2

Program Name

Computer-Based Instruction

Example: Pearson Digital Learning/NovaNET

www.pearsondigital.com

Overview

NovaNET is a comprehensive online courseware system that meets countless needs. From delivering thousands of hours of research and standards-based, interactive curriculum, to integrated assessment and student management, NovaNET is an all-inclusive system that delivers a return on investment quickly. Hundreds of thousands of learners and educators already harness the power of NovaNET in over 2,000 schools and educational programs. With NovaNET, you can:

- reach struggling students and recover lost credits,
- increase graduation rates and reduce dropout rates,
- challenge advanced students who want to move ahead,
- prepare students for state and standardized tests, and
- provide individualized learning at a distance.

Strategies

Strategies include alternative schooling, educational technology, and individualized instruction.

Components

NovaNET is an all-inclusive, comprehensive online interactive/integrated curriculum with assessment and student management components.

Targeted Groups

Students in grades six through twelve are the targeted groups for NovaNET.

Research/Evaluation Evidence

Developed, validated, and refined by research, NovaNET has been demonstrated to improve test results, reduce dropout and at-risk rates, and increase students' self-confidence.

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Promising Programs, Tier 2

Program Name

Computer-Based Instruction
Example: PLATO Learning, Inc.
www.plato.com

Overview

PLATO Learning, Inc., is a provider of computer-based and e-learning instruction, offering curricula in reading, writing, mathematics, science, social studies, and life and job skills. A PLATO semester-long online course provides schools a way to deliver rigorous credit recovery, alternatives for students not succeeding in the traditional environment, and credit-granting distance learning programs.

Strategies

Strategies include active learning, alternative schooling, educational technology, and individualized instruction.

Components

Standards-based curricula with more than 6,000 hours of objective-based, problem-solving courseware, plus assessment, alignment, and curriculum management tools facilitate learning and school improvement.

Targeted Groups

Targeted groups include kindergartners through adults.

Research/Evaluation Evidence

PLATO Learning has commissioned a series of studies conducted by highly regarded, independent evaluators using standardized measures of learning effectiveness. The results of these evaluations document the success of PLATO courseware in a variety of settings. They currently have thirty-two evaluations in their library.

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Promising Programs, Tier 2

Program Name

Consistency Management & Cooperative Discipline® (CMCD®)
http://www.dsgonline.com/mpg2.5/TitleV_MPG_Table_Ind_Rec.asp?id=316

Overview

CMCD® is a research-based classroom and school reform model that emphasizes shared responsibility for learning and classroom organization between teachers and students. The model seeks to address the needs of students, teachers, and administrative staff through five themes: prevention through classroom management, a caring environment, cooperation, classroom organization, and parental and community involvement activities.

Strategies

Strategies include family engagement, school-community collaboration, and safe learning environments.

Components

The Consistency Management® component concentrates on classroom instructional organization and planning by the teacher, who acts as an instructional leader. The cooperative discipline component expands the leadership roles to students by giving each student multiple leadership opportunities.

Targeted Groups

Inner city youth ages pre-kindergarten through twelfth grade are targeted.

Research/Evaluation Evidence

Students taught by teachers trained in CMCD® performed significantly higher than control students on math achievement tests. These findings are consistent with those from qualitative and quantitative studies performed on CMCD®, which include sustained gains in student achievement over three years (nine to twelve months' greater achievement gain than the group in comparison schools), significant reductions in student discipline referrals, and thirty-six minutes additional teaching time per day, resulting in fewer discipline problems and enhanced cooperation.

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Promising Programs, Tier 2

Program Name

Creating Lasting Family Connections (CLFC)

<http://www.copes.org/include/index.htm>

Overview

CLFC is a structured curriculum for youth and their parents, guardians, and other family members to improve their ability to provide a nurturing environment for each other in a very effective and meaningful way. Participants are encouraged to improve personal growth through increasing self-awareness, expression of feelings, interpersonal communication, and self-disclosure. Participants are taught social skills, refusal skills, and appropriate alcohol and drug knowledge and healthy beliefs, which provide a strong defense against environmental risk factors that can lead to negative outcomes for youth. The CLFC program also provides parents and other caring adults with family management, family enhancement, communications training, and opportunities to practice these skills in a safe peer-group setting.

Strategies

Strategies include family engagement and school-community collaboration.

Components

Components include community/school mobilization, parent and youth training, early intervention, and case management services.

Targeted Groups

CLFC is for youth ages nine through seventeen and their parents, guardians, and other family members.

Research/Evaluation Evidence

This program was rigorously evaluated using a true experimental design, and youth were randomly assigned to a program or a comparison group. The evaluation used three repeated measures over a one-year period, which allowed the measurement of both short-term and sustained gains. There were statistically significant sustained gains by both parents and youth in these areas: use of community services by families with personal/family problems; action taken based on the service contact; and parents' and youths' perceived helpfulness of the action taken. Statistically significant short-term effects of the program on parent and youth resiliency outcomes included the following: increased parents' alcohol and other drug (AOD) knowledge and beliefs and increased youth involvement in setting the AOD use rule. Short-term gains were increased family communication (parent report) and increased bonding with mother (youth report). Onset of AOD use was delayed among program group youth for one year (sustained gain) as parents increased AOD knowledge and beliefs, decreased family conflict (youth report), and increased likelihood of punishing youth for AOD use. Use of alcohol was reduced in the short term as parents increased AOD knowledge and beliefs, decreased their quantity of smoking tobacco products, and decreased their likelihood of "punishing" youth for misconduct.

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Promising Programs, Tier 2

Program Name

Early College High School Initiatives
<http://www.earlycolleges.org>
www.gatewaytocollege.org

Overview

Early College High Schools (ECHS) are small, autonomous schools where students earn both a high school diploma and two years of college credit toward a bachelor’s degree. They are created through a formalized agreement between secondary and postsecondary schools and are designed to help students progress toward the education and experience they need to succeed in life and family-supporting careers. ECHS have the potential to improve the graduation rates by changing the structure of the high school years, compressing the number of years to a college degree, and removing financial and other barriers to college.

Strategies

Strategies include alternative schooling, educational technology, family engagement, and school-community collaboration.

Components

ECHS share a common focus on key research-based goals and an intellectual mission; small, personalized learning environments; respect and responsibility among students and faculty; time for staff collaboration; inclusion of parents and the community in an education partnership; and technology as a tool for designing and delivering engaging and imaginative curricula.

Targeted Groups

High school students are the targeted group with middle grades included to promote academic preparation and awareness of the early college program.

Research/Evaluation Evidence

Researchers from the American Institutes for Research (AIR) and SRI International (SRI) have partnered to conduct a multi-year evaluation of the foundation’s Early College High School Initiative. The 2003–2005 Evaluation Report found ECHS is successfully enrolling low-income and minority youth and placing many in college courses. Although some students struggle with academically rigorous courses, almost all say they plan to attend college after high school. ECHS reported high attendance rates, and students, in general, were more likely to benefit from personalized relationships with high school faculty than college instructors. Remaining challenges include accelerating students unprepared for college-level work and gauging the right amount of student support needed. Evaluation data were collected from several sources, including twenty-five ECHS and Jobs for the Future, the organization coordinating the ECHS initiative. More extensive evaluation information is available on the following Web site:
<http://www.gatesfoundation.org/UnitedStates/Education/ResearchAndEvaluation/Evaluation/ECHSEvaluation.htm>.

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Promising Programs, Tier 2

Program Name

Early College High School Initiatives

Example: Gateway to College, Tri-County Technical College

www.tctc.edu

Overview

The Gateway to College Program at Tri-County Technical College in Pendleton, SC, serves students who have dropped out of school and gives them the opportunity to earn high school diplomas while achieving college success. Students simultaneously accumulate high school and college credits, earning their high school diplomas while progressing toward certificates, diplomas, or associate's degrees. Students learn how to succeed in an educational setting, under the guidance of a caring team of instructors and resource specialists with experience and interest in at-risk youth.

Strategies

Strategies include alternative schooling, career and technical education (CTE), mentoring/tutoring, safe learning environments, and school-community collaboration.

Components

After being admitted to the college, the student is placed in a *learning community* of twenty-five students who take all of their semester courses together. These classes include reading, writing, math, a college survival and success skills course, and an academic lab. After successful completion of the first semester, students progress to taking *courses with the general population* of Tri-County Technical College students. Students are assigned a resource specialist who assists them with academic advising and counseling to successfully stay in school.

Targeted Groups

Seventeen- to twenty-year-olds who have dropped out of school are targeted.

Research/Evaluation Evidence

This program was established in 2006 and is based on the Portland Community College Gateway to College Model. The following Web site provides evaluation information on that program: <http://www.pcc.edu/academics/index.cfm/129,840,72,32,html>.

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Promising Programs, Tier 2

Program Name

Early College High School Initiatives
Example: Richland One Middle College (ROMC)

Overview

Richland One Middle College (ROMC) at Midlands Technical College (MTC) is a public charter school for eleventh and twelfth graders. This school is a unique educational model for South Carolina charter schools as well as other public schools because it is the first example of a district and a community college in SC cooperatively forming a planning committee and jointly committing their support to create and to work collaboratively to foster the growth of a middle college. The school utilizes best practices that have developed around the middle college concept to meet the needs of high school students who are capable but not yet performing to their potential. ROMC’s aspiration to improve student achievement necessitates increased quality of parental involvement, increased professional development opportunities to address research-based best practices, and increased school-community interactions.

Strategies

Strategies include after-school opportunities, family engagement, safe learning environments, school-community collaboration, and service learning.

Components

Components include secondary school standards, technology, family and community postsecondary mentoring, service-learning, and business and industry components that synergistically work together.

Targeted Groups

Eleventh and twelfth graders are targeted.

Research/Evaluation Evidence

The Middle College curriculum framework draws from research-based designs such as the South Carolina Department of Education Achievement Standards, Expeditionary Learning, *High Schools That Work (HSTW)*, and The United States Department of Education (USDE) Sixteen Clusters of Study Framework. ROMC's professional development focuses on All Aspects of Industry/SCANS (integration of core subjects with workplace experiences); assessments and development of rubrics and portfolios; learning styles inventory and adapting instruction; expeditionary learning; South Carolina Occupation Information System (SCOIS) and ONet; integration of technology in instruction and student assignments (use of KeyTrain, WorkKeys, and NovaNET); positive behavioral support; and tech prep and workforce development. Middle College and Charter School Initiatives: In accordance with the Charter School statute, this school increases learning opportunities by providing a new choice for all students. The school utilizes best practices that have developed around the middle college concept to meet the needs of high school students who are capable, but not yet performing to their potential.

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Promising Programs, Tier 2

Program Name

Fast Forward Center

<http://www.sinclair.edu/organizations/ffc/>

Overview

The Fast Forward Center (FFC) develops and maintains a comprehensive network of alternative schools and programs that serve out-of-school youth. The mission of FFC is to create and contract alternative programs appealing to out-of-school youth, and as a result, reduce the high school dropout rate. The goals of FFC are to return the youth to high school; help them achieve proficiency and earn a high school diploma; have a positive placement upon graduation (employment, military, or postsecondary education); evaluate and select alternative learning programs submitted by local organizations wishing to become educational partners; create new programs and provide technical guidance and support in development and implementation; and recruit out-of-school youth to return to these schools and programs, achieve proficiency, and earn their high school diplomas or GEDs.

Strategies

Strategies include alternative schooling, career and technical education (CTE), educational technology, and school-community collaboration.

Components

FFC provides initial assessment, case management, marketing, collaboration, and innovative solutions to the Out-of-School Youth Initiative.

Targeted Groups

FFC primarily serves youth, ages fifteen to twenty-one, who have previously dropped out of, or are not regularly attending, high school.

Research/Evaluation Evidence

At the end of the 2004–2005 school year, the Fast Forward Center had served over 4,000 out-of-school youth. Of those students served, 767 earned high school diplomas and 214 earned GEDs, totaling 981 graduates. This past school year, FFC partner schools graduated over 300 students.

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Promising Programs, Tier 2

Program Name

GEAR UP

www.ed.gov/programs/gearup/index.html

www.scgearup.org

Overview

GEAR UP is a national grant program to support early college preparation and awareness activities for rural and low-income students. Participating students take rigorous college-prep courses in order to meet college admission requirements. South Carolina’s GEAR UP program will provide direct services to twenty-two schools in the I-95 region of the state. The program will address gaps in students’ academic performance and increase the number of students prepared to enter and succeed in postsecondary education.

Strategies

Strategies include after-school opportunities, mentoring/tutoring, and school-community collaboration.

Components

In addition to the above-mentioned strategies, participating students will receive a multi-pronged approach in education and support through service coordination and college/financial aid counseling. Curriculum improvement and program evaluation are components of GEAR UP.

Targeted Groups

Rural, low-income high school students comprise the target group.

Research/Evaluation Evidence

Recent studies of the GEAR UP program have shown positive results for students, parents, teachers, and communities. In a baseline survey conducted for the U.S. Department of Education regarding the effectiveness of the GEAR UP programs (Westat, 2003), 84 percent of the seventh grade cohort indicated that attending college is “very important” to them, and 51 percent said that they “will definitely go to college.” Among their parents, 87 percent thought their children would get some postsecondary education; 74 percent believed their children would earn at least a bachelor's degree. Local GEAR UP program evaluations (Fairmont State University, 2006) have also found that GEAR UP students—when compared with non-GEAR UP students—have higher educational expectations (e.g., expecting to enter a four-year college), better understand college entrance requirements and the availability of financial aid, are performing better academically (at or above a 2.6 GPA), and have more frequently taken advantage of dual enrollment credits, completed Algebra II and Trigonometry, and taken the SAT or ACT.

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Promising Programs, Tier 2

Program Name

Jefferson County Public Schools (JCPS)

<http://www.jefferson.k12.ky.us/Schools/High/jchs.html>

Overview

Students are still able to earn a diploma by attending the Jefferson County High School. JCPS has developed a curriculum that is individualized, self-paced, and teacher-designed. Qualified students may begin at any time, work at their own pace, and earn credits needed for graduation. The program operates on a flexible schedule at multiple sites, which allows students to schedule classes around work and other commitments.

Strategies

Strategies include after-school opportunities, alternative schooling, career and technical education (CTE), educational technology, and school-community collaboration.

Components

The strongest element for attracting students is the open entry/open exit policy integrated with the flexible, extended day program. This allows students to attend school while working or attending to family responsibilities. If a change in school schedule is needed, it is done within a twenty-four-hour period. The most unique element is the competency-based Carnegie unit program. This program allows grades to be awarded on completion of competencies rather than the end of a grading period or semester. Although there is a minimum-hour requirement for completion, it is time on task, not calendar days.

Targeted Groups

The target population is sixteen to twenty year olds who wish to transfer from their present high school, young adults sixteen to twenty years of age who have dropped out of school, and adults twenty-one years or older.

Research/Evaluation Evidence

In SY 1998–99, the county’s dropout rate was 6 percent. Since then, the dropout rate has fallen to 2.3 percent. Of the Class of 2004, 64 percent are in college, 22 percent are working, 5 percent are in vocational/technical schools, 5 percent are in school and working, 3 percent are in the military, and only 1 percent are not working or in school.

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Promising Programs, Tier 2

Program Name

Jobs for America's Graduates (JAG)

www.jag.org

Jobs for SC Graduates (JSCG)

www.sccommerce.com (Note: JSCG is now located within the SC Dept of Commerce. There should soon be a link to JSCG. In the meantime, contact Myra Cunningham for information.)

Overview

Jobs for America's Graduates (JAG) is a national nonprofit corporation established in 1980 for the purpose of assisting state affiliates in building a statewide organization to test one or more of the three program applications of the JAG model: School-to-Career Program (seniors only), Dropout Prevention Program (grades nine through twelve), and Dropout Recovery Program (out-of-school students only). JAG serves young people with barriers to success. The more barriers to success that a young person might have, the more he or she is considered at risk of graduating from high school or having a successful transition from school to an entry-level job that leads to a career. Jobs for South Carolina Graduates (JSCG), the SC JAG affiliate, is a dropout prevention and workplace preparation program supported by school and business partnerships. The program's goal is to help students secure good jobs after graduating from high school or after additional postsecondary education.

Strategies

Strategies include active learning, career and technical education (CTE), individualized instruction, mentoring/tutoring, and school-community collaboration.

Components

Classroom instruction by a trained career specialist who provides individual and group instruction; a curriculum that equips students with at least thirty-seven employability skills to prepare them for the workplace; adult mentoring, advising, and support; summer employment training; job and postsecondary educational placement services; and twelve-month follow-up services are the major components of this program.

Targeted Groups

High-risk students in grades nine through twelve are targeted.

Research/Evaluation Evidence

JAG employs formative, process, and summative evaluation methods in its annual National Accreditation Process. Formative evaluation is used in the establishment of the state organization and local programs. Process evaluation is conducted annually by JAG but on a continuous basis at the state and local level to describe and measure whether or not the JAG model has been properly implemented. Summative evaluation is conducted based upon the measurable outcomes tracked using the Electronic National Data Management System (e-NDMS). More extensive evaluation information is available on the following Web site: <http://www.jag.org/accreditation.htm>.

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Promising Programs, Tier 2

Program Name

Leadership and Resiliency Program (LRP)

<http://www.modelprograms.samhsa.gov/print.cfm?pkProgramid=35>

Overview

The Leadership and Resiliency Program (LRP) is a school- and community-based program that works to enhance youths' internal strengths and resiliency, while preventing involvement in substance abuse and violence. LRP addresses extreme risk factors using clinical prevention strategies derived from recent science-based prevention research. These strategies identify and enhance internal strengths identified through resiliency research as most predictive of future success and adaptation in life.

Strategies

Strategies include active learning, after-school opportunities, school-community collaboration, and service-learning.

Components

The three major components are in-school groups, community volunteer experiences, and alternative or adventure activities. Throughout all components of the program, targeted areas fall into three common resiliency areas: health relationships, goal-setting, and coping strategies. Activities include resiliency groups held at least weekly during the school day; alternative adventure activities (rope courses, white water kayaking, camping/hiking trips, etc.); community service opportunities in which participants are active in a number of community- and school-focused projects; and alternative activities offered after school, on weekends, and during the summer that focus on community service, altruism, and learning about managed risk, social skills improvement, and conflict resolution.

Targeted Groups

Targeted groups include youth ages fourteen to seventeen who are currently enrolled in mainstream or alternative high school settings and who have a combination of behavioral issues manifested in absenteeism, high levels of disciplinary actions, low grades, substance abuse, and/or violence.

Research/Evaluation Evidence

Pretest and posttest data were collected using the Gang Resistance and Education Training Instrument developed for LRP. School records were used to track attendance, behavior reports, and grade point averages. Anecdotal data were collected from youth, school personnel, parents, and press reports. Program participants realized: (1) an increase of 0.8 in GPA based on a 4.0 scale; (2) a 60–70 percent increase in school attendance; (3) a 65–70 percent reduction in behavioral incidents at school; and (4) 100 percent graduation rates.

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Promising Programs, Tier 2

Program Name

Moss Point High School Entrepreneurship Program

<http://www.mp.k12.ms.us/schools/default.asp>

Overview

The Moss Point High School Entrepreneurship Program, Moss Point School District, Moss Point, MS, was implemented in 2001–2002. The Moss Point High School Entrepreneurship Program focuses on academics, social/interpersonal relationships, cooperative learning, job training, independent living, and employability skills through entrepreneurship classes. The primary purpose of the program is to promote academics and attendance, prevent students from dropping out of school, and prepare students for the world of work and independent living. While learning academics and experiencing job skills, students provide a service that is utilized by the community.

Strategies

Strategies include active learning, alternative schooling, career and technical education (CTE), educational technology, individualized instruction, safe learning environments, and school-community collaboration.

Components

The three components of the program include the Tiger Print Class, which produces business cards, invitations, flyers, and other printed materials; the Embroidery Class, which decorates tote bags, caps, towels, shirts, and other items; and the Tiger Den Laundry Service, which provides laundry services. Schools, students, staff, parents, and community members use the services provided by these three units.

Targeted Groups

Students with disabilities in grades nine through twelve are targeted.

Research/Evaluation Evidence

Although the number of students with disabilities in the district has increased from ninety in 1999–2000 to 172 in 2004–2005, the number of dropouts has declined from fifteen to zero. Over half of the students have secured jobs in the community and attribute their success to the Entrepreneurship Program.

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Promising Programs, Tier 2

Program Name

National Foundation for Teaching Entrepreneurship (NFTE)

www.NFTE.com

YEScarolina

www.yescarolina.com

Overview

Youth Entrepreneurship South Carolina (YEScarolina), a Program Partner of the National Foundation for Teaching Entrepreneurship (NFTE), is a nonprofit organization created to offer SC educators the opportunity to utilize curriculum in their classrooms that teaches entrepreneurship to young South Carolinians of all socioeconomic backgrounds in order to enhance their economic productivity by improving their business, academic, and life skills.

Strategies

Career and technical education (CTE) is the primary strategy.

Components

Components include innovative, experiential curricula for educators and youth; entrepreneurship educational training and ongoing support to educators; partnerships with universities, schools, and community-based organizations; and supportive alumni services.

Targeted Groups

Students at all grade levels, elementary to postsecondary, are targeted.

Research/Evaluation Evidence

In 2001–2002, an educational outcomes study was conducted at two Boston public high schools to understand how the NFTE program affects young people, to understand the connection between skills and attitudes, and to identify larger life goals. Study findings revealed that NFTE students increased their interest in college by 32 percent; increased their aspirations for jobs that require additional education by 44 percent; expressed a 17 percent increase in their interest in work and professional achievement; and expressed a success orientation, manifested in a 56 percent increase in their hopes and worries about future success.

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Promising Programs, Tier 2

Program Name

Phoenix Academy

<http://www.rock-hill.k12.sc.us/schools/high/phoenix/index.htm>

Overview

The Phoenix Academy offers a nontraditional, flexible learning environment that is computer based with teacher interaction. Students may attend the program full-time or in combination with their home high schools and/or the applied technology centers. The motto of Phoenix Academy is “We educate individuals, not the masses.”

Strategies

Strategies include active learning, after-school opportunities, alternative schooling, educational technology, family engagement, individualized instruction, safe learning environments, service-learning, and systemic renewal.

Components

The components of Phoenix Academy include/address credit recovery, early graduation/acceleration, disengaged nontraditional structure, teen parents, accommodations for medical conditions, and daytime employment. Honors, AP, and IB students take additional courses with a teacher-student ratio of 1:15.

Targeted Groups

High school students targeted include those who need to regain lost credits, who desire to graduate early, are teen mothers/fathers, need to work to help support their families, learn in nontraditional ways, are moving into the school

district in the middle of the semester, prefer nontraditional hours, or have special medical issues.

Research/Evaluation Evidence

- Student population 2003–2004: 60
- Student Population as of 11/30/06: 189
- 2005–2006 students who graduated as a result of Phoenix Academy: 82
- Grades earned during the 2005–2006 school year: 383
- Current waiting list: 150
- Grades earned as of 11/30/06: 86

Phoenix Academy entered its fourth year of operation during the 2006–2007 school year. We currently have a doctoral student completing her dissertation on the Phoenix Academy and the impact the program is having within the Rock Hill School District.

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Promising Programs, Tier 2

Program Name

Pickens County Star Academy
www.pickens.k12.sc.us/Gettys.ms/index.htm (Note: The link for the Star Academy site leads to a PowerPoint presentation. The side notes for the presentation provide needed information.)

Overview

The Star Academy, also known as the Pickens County Acceleration Program, is designed to meet learning needs by providing students with Carnegie units, study skills, character strengths, and career-related direction for a successful pathway to high school graduation. The Star Academy is a technology-delivered and managed program of studies designed to enable older middle school students to recover academically and be empowered to pursue career and technical education beginning in the tenth grade. The Acceleration Program aims to demonstrate best practices by increasing the academic and personal performance of students whose needs are best met in an alternative learning environment.

Strategies

Strategies include active learning, alternative schooling, career and technical education (CTE), educational technology, and individualized instruction.

Components

Courses in science, mathematics, and language arts integrate the use of computer software designed to guide students through highly interactive, hands-on problem-solving activities aligned with the South Carolina Curriculum Standards. A Freshman Success course is offered to help strengthen students’ study skills and build interpersonal communication and character skills. The Star Academy includes four teachers and a youth intervention specialist to mentor groups of twenty students, provide direct instruction, and facilitate the administration of curricula.

Targeted Groups

Targeted groups include seventh and eighth grade students who have been retained in one or more grades, who are between fourteen and seventeen years old, who are experiencing academic difficulty, who are disengaged from the learning process or who have stopped learning, and who may possess other factors that put them at risk of dropping out of high school.

Research/Evaluation Evidence

Of the eighty students who entered the Star Academy in August 2005, 73 percent or fifty-eight students successfully completed the school year and moved to the tenth grade for the 2006–07 school year. Overall attendance rates for the Academy students increased from 93.57 percent to 95.85 percent during the 2005–06 school year. Individually, 64 percent of the students improved their school attendance. Disciplinary referrals for in-school suspensions have dropped by 65 percent, for out-of-school suspensions by 55 percent, and for other disciplinary actions by 57 percent. Overall, 90 percent of the students who completed the Star Academy year earned seven or more Carnegie units toward high school graduation.

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Promising Programs, Tier 2

Program Name

Positive Action
www.positiveaction.net

Overview

Positive Action (PA) is an integrated, comprehensive, and coherent program that has been shown to improve academic achievement and behaviors across multiple domains. PA is based on the intuitive philosophy that “you feel good about yourself when you do positive things.” The program aligns schools, parents, and communities in promoting specific positive actions for youth that affect them physically, intellectually, socially, and emotionally. It is intensive, with lessons at each grade level (K–12) reinforced all day, at school, at home, and in the community. For students, PA improves self-concept; academic achievement and learning skills; decision-making, problem-solving, and social/interpersonal skills; physical and mental health; and behavior, character, and responsibility. PA improves school climate, attendance, achievement scores, disciplinary behaviors, parent and community involvement, and the efficiency and effectiveness of services for special-needs and high-risk students. PA helps families by improving parent-child relations and overall family attitudes toward and involvement in school and the community.

Strategies

Strategies include after-school opportunities, family engagement, safe learning environments, and school-community collaboration.

Components

PA includes school, family, and community components that work together or can stand alone.

Targeted Groups

Children and adolescents (five- to eighteen-years-old) are targeted.

Research/Evaluation Evidence

The Positive Action program has been researched and evaluated in every kind of school and location by the program's developer, school districts, and independent evaluators. Evaluation designs have included experimental/control group, national comparison group (e.g., changes in percentile rankings), matched control, and long-term follow-up studies. Multiple studies have consistently found PA to be effective for improving achievement scores, attendance, and self-concept and for reducing drug use, violence, and other behavior problems. More extensive research is available on the following Web site: <http://www.positiveaction.net/research>.

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Promising Programs, Tier 2

Program Name

Project Respect

<http://www.schoolengagement.org/truancy-prevention-registry/index>
<http://www.pueblo60k12.co.us/DISweb.nsf/ProjectRespect?OpenForm>

Overview

Project Respect is a school-community collaboration between Pueblo 60 schools and the communities of Pueblo, Colorado. Community advocates meet students daily at school and at home with the family, and the advocates do what is necessary to keep the students in school and involved in pro-social activities.

Strategies

Strategies include family engagement, safe learning environments, and school-community collaboration.

Components

Community advocates are present in all components of Project Respect and work in fourteen schools to meet the needs of expelled and at-risk students and their families.

Targeted Groups

The program targets K–12 students who are overage for grade, who are truant, who have been expelled or suspended, or who are at risk of school disengagement as evidenced by chronic behavior problems.

Research/Evaluation Evidence

Internal and external evaluations are complete. Sixty-one percent of the students identified with behavior concerns improved their behavior as evidenced by a decrease in suspensions and office referrals. Grades improved for 41 percent of the students—more than one letter grade for most students. Attendance also improved.

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Promising Programs, Tier 2

Program Name

Reconnecting Youth (RY)
<http://www.solution-tree.com/>

Overview

Reconnecting Youth (RY) uses a partnership model involving peers, school personnel, and parents to deliver interventions that address three central program goals: decreased drug involvement, increased school performance, and decreased emotional stress. Students work toward these goals by participating in a semester-long high school class that involves skills training in the context of a positive peer culture. RY students learn, practice, and apply self-esteem enhancement strategies, decision-making skills, personal control strategies, and interpersonal communication techniques.

Strategies

Strategies include after-school opportunities, family engagement, and safe learning environments.

Components

RY class, a core element, is offered fifty minutes daily during the regular school hours for one semester and covers self-esteem, decision-making, personal control, and interpersonal communication. School bonding activities are designed to reconnect students to school and health-promoting activities as alternatives to drugs, loneliness, and depression. Parental involvement, required for student participation, is essential for at-home support. Contact is maintained through progress reports and notes and calls from teachers who enlist parental support for activities. School crisis response planning provides school personnel with guidelines for recognizing warning signs of suicidal behavior as well as approaches to prevention.

Targeted Groups

RY is a school-based prevention program for youth in grades nine through twelve (fourteen- to eighteen-years-old) who are at risk of dropping out of school. These youth may also exhibit multiple behavior problems such as substance abuse, aggression, depression, or suicidal tendencies.

Research/Evaluation Evidence

A quasi-experimental design with repeated measures was used to test the efficacy of the RY program indicated preventive intervention. Trend analyses served to compare the pattern of change for experimental and control groups across pretests, posttests, and follow-up tests. Outcomes revealed increased school performance, decreased drug involvement, and decreased emotional distress.

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Promising Programs, Tier 2

Program Name

School for Integrated Academies and Technologies (SIATech)

<http://www.siatech.org>

Overview

The School for Integrated Academies and Technologies (SIATech), an accredited public charter high school with campuses nationwide, reengages disconnected students through an innovative curriculum that integrates technology with academics and provides the opportunity to earn a high school diploma in a motivating, challenging, and technology-rich environment. SIATech campuses are currently located in fifteen Job Corps centers and serve over 3,200 students.

Strategies

Strategies include active learning, alternative schooling, career and technical education (CTE), educational technology, and school-community collaboration.

Components

SIATech is a student-centered, outcome-based approach that features small classrooms furnished with state-of-the-art equipment, where students progress at an optimal rate. The standards-based SIATech curriculum integrates job-related skills with technology and core subject areas. Multimodal lessons help students develop essential math, social studies, science, and literacy skills.

Targeted Groups

Most of the students enrolled at SIATech schools have dropped out of the traditional public school system without earning their high school diplomas. SIATech is committed to helping these “at-promise” students experience success and regain their academic confidence.

Research/Evaluation Evidence

From 1998–2003, 2,239 students previously designated as dropouts earned an accredited high school diploma.

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Promising Programs, Tier 2

Program Name

South Carolina Advanced Technological Education (SC ATE) Technology Gateway
www.scate.org

Overview

Technology Gateway is an integrated, project-based high school program that promotes technical careers and workplace skills. Students learn to work in high performance teams and apply academic skills to solve real industry-based problems. Algebra, physical science, and applied technology are tools students use in a learning environment that promotes workplace readiness and prepares students for additional study in technical fields.

Strategies

Strategies include active learning, career and technical education (CTE), and educational technology.

Components

Six hands-on projects compose the course: Introduction to Technology Careers, Simple Machines, Basic Electricity, Optics, Temperature Measuring Devices, and Hydraulic Jack. Each project includes a real-world problem scenario, instructor notes and resources, learning objectives, content strands, and student activities. The instructor guide provides scope and sequence charts, equipment lists, and evaluation rubrics.

Targeted Groups

Technology Gateway is best suited for eleventh or twelfth grade students interested in hands-on, active approaches to learning. As a career elective, the program helps students gain technical and academic skills and competencies required in today’s workplace and provides students with exciting opportunities to learn these skills.

Research/Evaluation Evidence

Technology Gateway features research-based strategies that promote content integration across disciplines, Howard Gardner’s Multiple Intelligences, cooperative and collaborative learning, problem-based/project-based learning, and learning communities. An independent study conducted by Western Michigan University ranked the SC ATE ET Core curriculum (a college-level companion program to the high school SC ATE Technology Gateway) 4.0 on a 0–4 scale for “its effectiveness in helping students learn the knowledge and skills and/or practices needed to be successful in the technical workplace.” (Arlen Gullickson and Frances Lawrenz, The Evaluation Center, Western Michigan University, September 23, 2003)

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Promising Programs, Tier 2

Program Name

South Carolina Virtual School

<http://blackboard.myscschools.com/webapps/portal/frameset.jsp>

Overview

The SC Department of Education has developed offerings for core academic courses, AP courses, technical and career courses, and electives for online learning for six South Carolina school districts that currently offer online learning. The goal is to offer online learning statewide by June 1, 2007. Courses will engage students in real-life projects, requiring the use of critical thinking, problem-solving skills, and the ability to apply the knowledge acquired. At any hour of the day, students can open their eLearning Web site, log in to their class, work on assignments and projects, and submit work to be graded by state-certified instructors. Parents will have access to their students' grades online.

Strategies

Strategies include active learning, after-school opportunities, alternative schooling, career and technical education (CTE), and individualized instruction.

Components

Components include collaboration with local school districts, adult education, and higher education institutions; implementation of programs in each South Carolina high school for at-risk students (in compliance with Section 59-59-150 of EEDA); academic courses offered for initial credit and credit recovery

for students in schools that cannot provide the courses and where access to courses is limited due to students' physical disabilities or other reasons for being out of school (behavior, medical, travel, etc.); site-based mentors; training and evaluation of online teachers; course development; and student self-assessment inventory.

Targeted Groups

At-risk students in grades seven through twelve are targeted.

Research/Evaluation Evidence

Research is ongoing with six separate studies using a randomized experimental design.

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Promising Programs, Tier 2

Program Name

Truant Recovery Program

<http://guide.helpingamericasyouth.gov/programdetail.cfm?id=50>

Overview

The Truant Recovery Program is a preventive, rather than punitive, collaborative effort between the school district and all community police jurisdictions within its boundaries. Its primary task is to return truant students to school as soon as possible. The program operates under the authority of the Student Welfare and Attendance (SWAT) Office and authorizes the local police jurisdictions to make contact with students on the streets during school hours. A student without a valid excuse slip is taken into temporary custody and transported to the SWAT office for processing. SWAT personnel attempt to contact the youth's parents for an in-person meeting during which both student and parent can be counseled, and the parent can return the child to school. If a parent cannot be reached, the school site is contacted, and SWAT personnel return the youth to school. Both the school and SWAT office closely monitor the student's attendance in the future.

Strategies

Strategies include family engagement and school-community collaboration.

Components

Three additional components of the program provide both accountability and consequences. First, the Department of Probation assigns an officer to the SWAT program to screen all contacted juveniles for probation violations and bench warrants. Second, the Student Attendance Review Board reviews records for habitual truancy cases and refers cases to the juvenile court for review and adjudication. Finally, the Suspension Alternative Class (SAC) is designed to ensure that truant students are not rewarded for truancy by missing more school. Instead, students in the SAC remain in school but are unable to attend regular classes.

Targeted Groups

Students ages eleven through eighteen are targeted for the program.

Research/Evaluation Evidence

The Truant Recovery Program was evaluated using a quasi-experimental design. One hundred seventy-eight students were randomly selected from all of the truant youths picked up in Richmond, California, during autumn 1997. Of the truant youths picked up, 69 percent were male, 60 percent were African American, 25 percent were Hispanic, 8 percent were Asian American, and 3 percent were white. The median age was fifteen. For those youths in the sample, local and state criminal justice data were collected for the years prior to their truancy through eighteen to twenty-one months after contact with the program. Academic data were collected for three years prior to the truancy until two years after the contact. The evaluation of the Truant Recovery Program suffered due to problems with missing data. The results show an increase in conformity to school regulations after contact with the program and a decrease in the number of disciplinary actions. However, during this same period, an increase in formal contacts with the justice system and an increase in the proportion of arrests (4 percent of the truants were arrested before fall 1997, compared with 8 percent after fall 1997, though this is not a significant increase) were noted. The number of both excused and unexcused absences decreased after contact with the program, which was the goal of the program. Academics improved slightly after contact with the program; however, the large amount of missing data causes difficulty in making a true analysis.

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Promising Programs, Tier 2

Program Name

Union Alternative School

http://www.unionps.org/secondary/secondary_curriculum_alternativeedu.htm

Overview

The Union Alternative Education Program was created to better meet the needs of Union students who have been unsuccessful in the regular education program. This is NOT a punishment program. Instead, it is intended to lead students toward success in the mainstream of education through the use of innovative teaching techniques, greater access to counseling services, more individualized course study, flexible scheduling, lower student/teacher ratios (15:1 or less), and a more supportive classroom atmosphere. The goals of the program include: (1) a reduced dropout rate, (2) an increase in the number of academic credits earned, (3) a decrease in the number of classes failed, (4) a reduction in absences, (5) an increase in grade point averages, (6) an improvement in criterion-referenced test scores, (7) a reduction in behavioral problems, and (8) the approval of the program by patrons.

Strategies

Strategies include active learning, alternative schooling, family engagement, school-community collaboration, and service-learning.

Components

Union's strong service-learning program has been a model for other alternative educational programs throughout the state. A "Parents As Teachers" program provides weekly assistance to pregnant and parenting teens.

Targeted Groups

Returning dropouts, at-risk youth, and students with drug/alcohol issues, juvenile justice backgrounds, social/emotional problems, academic deficiencies, and oppositional personalities in grades nine through twelve are the participant population of the Union Alternative School.

Research/Evaluation Evidence

Pretest and posttest scores show an improvement in grade point average from .7 to 2.5, a reduction in absences from twenty-seven to five, and improvement in standardized test scores from the 52nd percentile to the 79th percentile. The program reclaims between thirty to fifty returning dropouts each year and boasts an internal dropout rate of less than one percent. Since the inception of Union Alternative School, the overall dropout rate for Union Public Schools has been cut in half, falling from 5.22 percent to 2.45 percent.

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Promising Programs, Tier 2

Program Name

Upward Bound, Federal TRIO Programs
www.ed.gov/print/programs/trioupbound/index.html

Overview

Upward Bound provides fundamental support to participants in their preparation for college entrance. It provides opportunities for students to succeed in pre-college performance and ultimately in higher education pursuits. The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education.

Strategies

Strategies include after-school opportunities, career and technical education (CTE), early literacy development, family engagement, mentoring/tutoring, school-community collaboration, and service- learning.

Components

All projects must provide instruction in math, laboratory science, composition, literature, and foreign language. Other services include instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school; academic, financial, or personal counseling; mentoring/tutoring; information on postsecondary opportunities; assistance in completing college and financial aid applications; assistance in preparing for college entrance exams; and work study positions to expose participants to careers requiring postsecondary degrees.

Targeted Groups

High school students from low-income families, high school students from families in which neither parent holds a bachelor’s degree, and low-income, first-generation military veterans who are preparing to enter postsecondary education are targeted.

Research/Evaluation Evidence

TRIO Programs mandate an ongoing evaluation, both to test the effectiveness of the programs and to provide concrete methods to improve effectiveness. Consistent with this mandate, two ongoing evaluations are being conducted of the two largest TRIO Programs: Student Support Services (college program) and Upward Bound (pre-collegiate).

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Promising Programs, Tier 2

Program Name

WorkKeys
www.workkeys.com
KeyTrain
www.keytrain.com

Overview

ACT’s WorkKeys® Employment System is a comprehensive system for measuring, communicating, and improving common skills required for success in the workplace. It allows the skills to be quantitatively assessed both in individuals and in actual jobs. It identifies individuals who have the basic skills required to be successful in given positions or careers. Benefits to educators using the WorkKeys Assessment and follow-up instruction such as KeyTrain® include helping schools identify the gaps between student skills and employment needs and aligning curricula to meet job skills employers require, enabling students to see a reason to take course work seriously, and increasing the chances that graduates will be successful in the workplace.

Strategies

Career and Technical Education (CTE) is the primary strategy.

Components

Job profiling determines the basic skills required for individual jobs and occupational careers. Assessments measure the basic skills that individuals can apply to workplace situations. KeyTrain training is designed to improve skills for success as measured by WorkKeys. Research and validation by ACT has resulted in a tool that is Equal Employment Opportunity Commission (EEOC) compliant and legally defensible.

Targeted Groups

Targeted groups include high school students, prospective employees, and individuals in need of literacy development.

Research/Evaluation Evidence

WorkKeys and KeyTrain have yielded significant improvements in high school graduation tests, including higher passing rates for at-risk students, resulting in lower dropout rates. WorkKeys and KeyTrain added to remedial courses improved course retention and scores on the community college Accuplacer assessment while showing increases in Compass and Asset scores. WorkKeys and KeyTrain users have documented a first attempt success rate of at least 90 percent on the GED.

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Promising Programs, Tier 2

Program Name

YouthBuild

<http://www.youthbuild.org>

Overview

YouthBuild programs are small, supportive communities usually operated by a nonprofit, independent community-based or faith-based organization. Youth work toward completion of a GED or high school diploma while learning work and social skills by building affordable housing for homeless and low-income people.

Strategies

Strategies include active learning, alternative schooling, career and technical education (CTE), and service-learning.

Components

Program components include housing, education, job training, leadership development, counseling, and graduate support.

Targeted Groups

In YouthBuild, the target group is unemployed and undereducated young people ages sixteen to twenty-four.

Research/Evaluation Evidence

Eighty-eight percent of YouthBuild students entered the program without their GED or diploma, 32 percent had been adjudicated, and 28 percent were receiving public assistance prior to joining. The average reading level for students entering the program was grade 7.2. As of 2004, 59 percent of the participants completed the program, and 80 percent of graduates continued on to postsecondary education or employment. The average program attendance was 82 percent, and 33 percent of those enrollees without a diploma or GED earned one. At graduation, initial pay averaged \$8.15 per hour.

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Program Assessment and Review

Program Name

National Dropout Prevention Center
Program Assessment and Review (PAR)
www.dropoutprevention.org/progeral/par.htm

Overview

The purpose of the Program Assessment and Review (PAR) process is to provide research-based strategies and solutions to local schools. The National Dropout Prevention Center (NDPC) at Clemson University has developed and successfully used PAR in numerous schools and communities across the nation. The goal of PAR is to help develop each school’s capacity for self-directed, continuous school improvement. With the help of experienced national consultants and a local action team (representatives from the school and community), schools study and analyze themselves, conduct site interviews and observations, and develop an action plan for the school and community with a goal of increasing the school’s dropout prevention capacity.

Strategies

All fifteen effective strategies that have been identified by the NDPC as having the most positive impact on the high school graduation rate are assessed as PAR reviews district plans and goals.

Components

The PAR process consists of five major themes that guide the review of school data, general observations, interviews, and group sessions conducted during the on-site visit. The themes include: (1) district/school philosophy, values, and spirit of school improvement; (2) leadership, staff resources, and professional development opportunities; (3) curriculum, instructional strategies, and assessment; (4) school, family, and community support structure for learning; and (5) facilities, current technologies, and safe and orderly environments.

Targeted Groups

PAR is available for districts to use in guiding local school improvement efforts to increase student achievement scores and high school completion rates by improving attendance, academic achievement, and parental participation and by increasing success for low-performing students.

Research/Evaluation Evidence

PAR is a process of assessing the extent to which a school district is employing the fifteen research-based strategies advocated by the NDPC.

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IV. Appendix

School district superintendents and high school principals will receive Guide updates each spring. These updates will include information on models that have been assessed by the NDPC, the ARSC, the EEDCC, and/or the SDE during the previous year and that qualified for placement in either the exemplary tier or promising tier of the approved models matrix.

Examples of such models currently being considered for inclusion in the first update are the CONNECT and All Kinds of Minds models. Additionally, the models matrix will be updated to include any significant changes in the status of the models initially presented. Some models may be transitioned to a different tier or new information about a model may become available.

An example of such an update would be that the South Carolina Virtual School site contains computer aided/assisted instruction (CAI) credit recovery support at no cost to students.

This could be, depending on the population(s) identified by districts and schools, the appropriate model for some populations or a feature of a site's model in the event that some members of the target population may be able to succeed by using this electronic format.

Annual updates may be provided electronically via the SDE's Web site. More details pertaining to annual update distributions will be provided at a later date. Please add annual updates to your copy of the Guide.

Legislation and Mandates

Section 59-59-150. Regulations for identifying at-risk students; model programs

By July 2007, the State Board of Education shall promulgate regulations outlining specific objective criteria for districts to use in the identification of students at risk of being poorly prepared for the next level of study or for dropping out of school. The criteria must include diagnostic assessments to identify strengths and weaknesses in the core academic areas. The process for identifying these students must be closely monitored by the State Department of Education in collaboration with school districts to ensure that students are being properly identified and provided timely, appropriate guidance and assistance, and to ensure that no group is disproportionately represented. The regulations also must include evidence-based model programs for at-risk students designed to ensure that these students have an opportunity to graduate with a state high school diploma. By the 2007–08 school year, each high school of the State shall implement one or more of these programs to ensure that these students receive the opportunity to complete the necessary requirements to graduate with a state high school diploma and build skills to prepare them to enter the job market successfully. The regulation also must include an evaluation of model programs in place in each high school to ensure the programs are providing students the opportunity to graduate with a state high school diploma.

Section 59-59-55. Model for addressing at-risk students

The State Board of Education shall develop a state model for addressing at-risk students. This model shall include various programs and curriculum proven to be effective for at-risk students.

Mandates

- School districts must implement in each of their high schools one or more evidence-based model programs for at-risk students to ensure that these students are given the opportunity to complete the requirements for the state high school diploma and to build skills that prepare them to enter the job market successfully. These programs must be in place by the 2007–08 school year.
- School districts must require that each of their high schools utilize a state model addressing at-risk students and must ensure that the model is implemented in such a way as to give at-risk students the opportunity to graduate with a state high school diploma. The model must be in place by the 2007–08 school year.

Characteristics of At-Risk Students

The At-Risk Student Regulation includes a short list of the most frequently cited reasons students give for dropping out of school. Based on input from educators during the regulation review period prior to SBE review, this list was included in the regulation as opposed to a more extensive list of barriers, predictors, or indicators.

This short list will, in addition to the expertise in your district and school(s), provide enough information to allow you to begin assessing the need for assistance and the specific models that might help address those needs.

However, this Guide does provide the more extensive list to highlight that the barriers, predictors, or indicators associated with students at risk of being poorly prepared for the next level of education or dropping out of school manifest themselves in several areas of students' lives.

The challenge for district and school leaders is to appropriately identify populations or subpopulations of students for services that will have the greatest impact on both the need in the district and school(s) and the reduction of the district, school(s), and state's dropout rate.

Academic and Career and Technical Education Barriers/Predictors/Indicators* include the following:

- one or more grades behind peers...one or more years behind peers in credits attained (secondary student who has failed two or more courses)
- one or more grades repeated
- low academic performance (generally, 2.0 or lower GPA on a 4.0 scale)
- basic skills deficient
- dramatic drop in grades
- exceptionally intelligent
- lack of study and/or organizational skills
- lagging in academic skill development
- not demonstrating age-appropriate skill development
- two or more years below grade level in reading or math
- limited English proficiency
- low academic expectations
- not engaged in class or school
- coursework not seen as relevant
- failed one or more components of the high school exit exam, PACT, and/or other state/local assessments such as MAP
- history of excessive absences/truancy
- excessive tardiness
- history of discipline problems leading to suspension, expulsion, and/or probation
- having previously dropped out and returned

Environmental Barriers/Predictors/Indicators* include the following:

- nonsupportive family environment and/or poor parenting skills not conducive to education/career goals
- mother not a high school graduate
- father not a high school graduate
- mother unemployed/over-employed
- father unemployed/over-employed
- latch-key student
- single parent household
- primary language other than English
- family at or below poverty level
- pregnant student
- dependent children in the home
- is parenting (male or female)
- requires child care during school and/or work
- spends time with other dropouts or potential dropouts
- documented alcohol or substance abuse
- violence/crime...convicted of a criminal offense other than a traffic violation
- history of violent behavior
- homeless
- in a residential facility
- runaway
- needs transportation to/from school/work
- relocates frequently
- gang member
- parent in prison
- not living with parent
- no positive role model(s)

Physical and Psychological Barriers/Predictors/Indicators* include the following:

- identified as special education student
- not feeling connected to the school environment
- perception that school is boring
- weight of real world events
- lacking in motivation and/or security to pursue education/career goals
- emotional disorder impairs education/career goals
- disabled
- other health problems that impair education/career goals
- low self-esteem
- obesity, anorexia, or bulimia
- evidence of abuse
- dramatic change in behavior
- death in the family
- attempted suicide

Work-Related Barriers/Predictors/Indicators* include the following:

- economically disadvantaged
- little or no work experience
- lacks marketable career and technical skills
- regularly working more than fourteen hours a week

**This series of terms was maintained in the regulation and this Guide. The ARSC found language in a variety of documents and received input from various Committee members indicating that, based on the language required in specific grant documents, any one of these terms might be more appropriately used in completing grant applications. For example, a Workforce Investment Act Grant would be more likely to require or expect the use of the term “barrier” when presenting information to support a funding request.*

Model Administration and Accountability Guidance

Population Identification Parameters and Funding Sources

In complying with the EEDA's section 59-59-150, perhaps the most critical decision a district/school must make is that of determining the population to be served. Many students, for a host of reasons, may require one or more interventions. Identifying students who, in the absence of intervention(s), will *definitely* leave the public education system provides the greatest opportunity to impact the dropout rate at your school.

It is important to acknowledge that any student, at any time, can become "at risk" of dropping out of school.

Many students for many reasons need intermittent services and interventions. But those students who are at risk of not graduating due to life's circumstances, performance in school and their relationships to their peers in terms of age and grade level could benefit most from support provided.

High schools implementing a specific dropout prevention model (such as Star Academy), a comprehensive reform initiative (such as *High Schools That Work*), or a modified/multi-faceted program (computer aided/assisted instruction paired with mentor/mentee relationships) must do so in a manner to ensure that students are being properly identified and provided timely, appropriate guidance and assistance.

High schools/districts, in cases where subpopulations are identified, must ensure that no group is disproportionately represented. The target population must reflect the demographics of the population identified as at risk of dropping out of school.

Some models such as the *High Schools That Work* whole school reform model are more comprehensive and broaden the population served to the entire student body.

Care must be taken to establish appropriate assessment and reporting procedures in order to address the school's and district's report card requirements and/or the SDE reporting requirements for larger numbers of students in such cases. Care in record keeping will become a primary concern, as high schools will be reporting detailed dropout statistics connected with the model(s) implemented.

Serving larger groups of students will require diligence on the part of faculty and staff. Transfers into and out of the model will provide critical data in cases where schools are trying to serve larger populations. Identifying subpopulations in the larger group could help address the data management challenges and focus more intensive attention on the needs of the population. But once a decision is made to identify a subpopulation, parental involvement relative to student participation in the model and school population demographics would become critical features.

In cases where an entire population such as an academy is supported by the model selected, the charge of ensuring that no population is disproportionately represented would not be a concern, as all students in the population would be served. Again, data management could become monumental.

Models such as *High Schools That Work* with its "Systems of Extra Help" key practice, Jobs for South Carolina's Graduates and the Star Academy could and probably would result in the identification of significantly smaller numbers of students. Care must be taken to ensure that students and parents are provided with information and guidance necessary to make decisions related to participation in models identified.

In such cases it is imperative that the composition of the population served match the demographics of the school or those of the total number of students identified as potential

model participants. As an example: if your school identifies seventy-five students overage for grade level at the ninth grade and your model will adequately serve twenty-five students, the twenty-five students selected for services must match the demographics of the total population of seventy-five students.

These smaller groups of students will be more easily monitored through their participation in the model throughout their high school careers, and statistics related to the model's success would be more easily attained and managed.

Your school should be prepared to provide population identification information to the SDE along with other details related to your services provided to students at risk of dropping out.

High schools in South Carolina will provide some basic planning information to the SDE via a survey that will be conducted in the spring of 2007. Following the analysis of that survey, decisions will be made about moving forward with implementation efforts across the state.

At the end of each year (or more frequently if directed by the EEDCC), the SDE will collect model implementation progress reports in order to make funding decisions and report accurately to the Governor, Superintendent of

Education and the EEDCC. These reports are required of all high schools receiving funding support for the improvement of the state's dropout rate.

Note: If your high school is one of the state's Jobs for South Carolina's Graduates sites, a *High Schools That Work* site, a CONNECT participant, or is collaborating in transitional efforts with students from middle school to high school as an extension of a Star Academy, your high school is in compliance with the EEDA Section 59-59-150.

However, you are reminded that parental involvement, population identification, and data reporting are elements of Section 59-59-150 that must be addressed per information in EEDA guidelines and regulations.

Additionally, any district that determines it needs a research-based systemic planning process to identify its at-risk student population, identify the instructional strategies and support services required for improvement, and provide evidence-based programs that best address the needs of the at-risk student population may utilize the resources of the National Dropout Prevention Center at Clemson University to employ the Program Assessment and Review (PAR) dropout prevention planning process.

Districts that select this process also will meet the requirements of Section 59-59-150 for the 2007–08 school year.

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